40245

National Library of Canada / Bibliothèque nationale du Canada

CANADIAN THESES ON MICROFICHE / THÈSES CANADIENNES SUR MICROFICHE

NAME OF AUTHOR/*NOM DE L'AUTEUR* Midgelson, Edward

TITLE OF THESIS/*TITRE DE LA THÈSE* Language Needs of Immigrant Women

UNIVERSITY/*UNIVERSITÉ* Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/ *GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE* M. Ed

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* 1978.

NAME OF SUPERVISOR/*NOM DU DIRECTEUR DE THÈSE* Dr. P.V. Parker

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

DATED/*DATÉ* Oct 19, 1978 SIGNED/*SIGNÉ* [signature]

PERMANENT ADDRESS/*RÉSIDENCE FIXE* 15305 - 76 Ave

Edmonton, Alta

NL-91 (3-74)

National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL-339 (3/77)

THE UNIVERSITY OF ALBERTA

LANGUAGE NEEDS OF IMMIGRANT WOMEN

BY

© Edward Mickelson

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

FALL, 1978

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Language Needs of Immigrant Women," submitted by Edward Mickelson in partial fulfillment of the requirements for the degree of Master of Education.

Douglas V. Parker

Supervisor

Irene L. Harvey

Terry R. Hull

Date: September 28 1978.

ABSTRACT

This study investigates the language needs of immigrant women. Many authorities, agencies, and individuals who are involved in caring for New Canadians feel that women immigrants' language learning needs in many instances are not being met. This study attempts to discover what those needs are and how best to deal with them. The mode of investigation includes: (1) interviews with immigrant women; (2) a review of some of the special projects which have been attempted or which are still in progress; (3) an analysis of administrator responses to questionnaires; (4) a comparison of needs with existing programs. The goal of the study is to offer insight into women immigrants' learning needs and to point towards some possible ways of resolving these needs.

ACKNOWLEDGMENTS

This thesis would not have been possible without the help of many people who are new to our land and the many people who share concerns for those who have chosen Canada to be their home. Thanks must go to my adviser, Dr. Douglas Parker, for his encouragement and help. Grateful acknowledgment is extended to Barbara Lew and Ninele Jackson for their efforts. This study would not have been possible without the generous support of Canada Manpower and Immigration and the Department of Advanced Education, Province of Alberta.

TABLE OF CONTENTS

CHAPTER		PAGE
I	OVERVIEW OF THE STUDY	1
	The Background to the Problem	1
	Statement of the Problem	2
	Specific Objectives of the Study	3
	Procedures Used in the Study	3
	Analysis of the Data	4
II	THE REVIEW OF THE LITERATURE	5
	Problems of Immigrants in General	5
	Problems Faced by Women Immigrants	6
	Problems in Language Acquisition	8
	Language Training	10
	Implications of the New Citizenship Act on Language Programming	11
	American Program Efforts	12
	Summary of the Review of the Related Literature	12
III	THE PERSONAL IN-DEPTH INTERVIEWS: FINDINGS AND IMPLICATIONS	14
	The Interview Protocol Employed	14
	Inter-Interviewer Reliability	15
	Nature of the Interview Sample	15
	Characteristics of Women Who Attend ESL Classes and Women Who do Not Attend ESL Classes	16
	Desired Features of an ESL Program as Seen by Those Interviewed	18
	Reactions to ESL Programs of Those Who Have or are Attending	19

CHAPTER PAGE

Means of Awareness of ESL Program Availability 20

Characteristics of Women Attending ESL Classes 20

Profile of Women Who are Working 24

Women Who are Not Working 26

Employer Perception of ESL Program Needs 27

Summary 28

IV DESCRIPTION OF SPECIAL PROJECTS RELATED TO THE LANGUAGE NEEDS OF IMMIGRANT WOMEN 31

Vancouver - Chinese Women's Resource Project 31

Vancouver Community College - King Edward Campus - Community and Famioy Aide Program 32

Immigrant Reception Centre - Immigrant Services Society of British Columbia 33

Women-in-Training Program 33

Women in the Labour Force 34

Jantzen Project 37

M.O.S.A.I.C. 38

Winnipeg International Centre 38

Ontario Welcome House 40

Centre for Spanish-Speaking Immigrants - Toronto . . . 40

The Ministry of Culture and Recreation: Citizenship Branch 42

Mothers and Pre-Schooler Programs 42

Vancouver - An Interview With a Representative of the East Indian Community 43

Edmonton - Interviews With Representatives of Various Communities 44

Summary 46

CHAPTER PAGE

V ANALYSIS OF RESPONSES TO ESL PROGRAM ADMINISTRATOR'S QUESTIONNAIRES 48

Programs Involved 48

Student Counselling 48

Student Placement 49

Class Size and Attendance 49

Program Offerings 50

Curriculum Planning 50

Teacher Qualifications 51

Facilities 52

Publicity 52

Length of Operation 53

Financial Support 53

Evaluation 53

Administrator Reactions 54

Teacher Reactions 54

Summary 56

VI EXTENT TO WHICH ESL PROGRAMS MEET THE NEEDS OF IMMIGRANT WOMEN 58

Needs of Immigrant Women 59

Interpretation of Program Analysis 63

Summary 64

VII FINAL CONCLUSIONS AND RECOMMENDATIONS 66

Recommendations 67

BIBLIOGRAPHY 70

APPENDIX A PERSONAL INTERVIEW QUESTIONNAIRE 74

PAGE

APPENDIX B RESPONSES TO PERSONAL INTERVIEW QUESTIONNAIRES . . . 82

APPENDIX C EVALUATIVE CRITERIA (INSTITUTIONS AND PROGRAMS) . . . 101

APPENDIX D ESL PROGRAM ADMINISTRATOR QUESTIONNAIRE 105

APPENDIX E RESPONSES TO ESL PROGRAM ADMINISTRATOR QUESTIONNAIRES 112

APPENDIX F QUESTIONNAIRE RE ESL COURSES TAKEN OR INTEREST IN (IN 7 LANGUAGES) 146

LIST OF TABLES

Table	Description	Page
3.1	Status in Canada	16
3.2	Nationality	17
3.3	Employment Status	
3.4	Number of Years of Education	20
3.5	Previous Study of English	21
3.6	Number of Years Resident in Canada	21
3.7	Number of Languages Spoken Other than Native Language	22
3.8	Access to a Daily Newspaper	22
3.9	Number of Children	23
3.10	Nature of Employment	23
3.11	Job Satisfaction	24
3.12	Previous Employment History	24

Chapter One OVERVIEW OF THE STUDY

The Background to the Problem

There has been some concern expressed in many parts of Canada about the immigrant woman and the problems which she encounters in her attempt to cope with life in a new country. A major area of concern is the availability of a suitable language training program, for it is often the only vehicle that the immigrant woman has which will enable her to resolve some of the problems which beset her. In interviews with many individuals and agencies concerned with the problems of the immigrant woman, the recurrent theme is that she has not received the attention necessary to her successful integration into the Canadian way of life.

Ashworth (1976) recommends the formation of a standing committee in British Columbia to look into the needs of immigrant women as well as into ways of responding to their needs. The YWCA report (1974) cites the need for a well-thought-out, integrated campaign to improve the position of working women in British Columbia. The Department of Advanced Education and Manpower in Alberta in its discussion paper of August 1976 states that in a landed immigrant family it is the adult male who receives most of the language training covered by Provincial and Federal agreements. This paper suggests that the language needs of wives are not receiving the same attention.

The discussion paper also states that the lack of English language skills in women who are isolated at home could lead to serious family tensions and in some instances to the breaking up of families with all

the concomitant problems and ultimate expense to society. A further problem is that women who are in the work force without English language skills are usually relegated to low status and to low paying occupations.

Hawkins (1971) feels that it is easy to lose sight of the real needs and services required by immigrants within the present system of immigrant reception. One of the twelve areas of immigrant need she identifies is for "special education programs and assistance for immigrant children and mothers at home".

The Report of the Royal Commission on the Status of Women in Canada (1970) recommends to the government the need for a survey throughout Canada of the special needs of immigrant women. The survey is to be followed by suggestions for programs, publicity about the programs to interested groups, and aid to such groups for the implementation of these programs.

The present study attempts to deal with a part of this problem by examining provisions made for the teaching of English as a second language to immigrant women.

Statement of the Problem

These studies suggest that many immigrant women remain as non-working, under-employed, or unskilled because they fail to learn sufficient English to pursue other occupational endeavours. For many of these women, social and cultural factors are cited as deterrents to their participation in ESL* classes or in other Canada Manpower training

*Throughout this report, the term ESL will mean "English as a Second Language". In addition, it will be used to mean "English as an Additional Language".

programs as they now exist. The purpose of this study is to suggest ways to assist the immigrant woman in making the transition from her home, or from an unsuitable job to a more desirable place in the labour force.

Specific Objectives of the Study

The specific objectives of this study are as follows:

a) To examine the particular needs of the non-working, under-employed or unskilled immigrant woman.

b) To examine and to evaluate existing ESL programs designed specifically for women, as well as other ESL programs, in order to determine to what extent and in what manner they meet or attempt to meet the needs of their women students.

c) To make recommendations for a program designed to assist the immigrant woman in making the transition from her home or present employment to regular ESL or other Manpower training programs.

Procedures Used in the Study

The gathering of data for the study was achieved by the following means:

a) An evaluative instrument to determine the needs of immigrant women in cultural, social, and linguistic areas. A comparison of identified needs with the program offerings of the various institutions serving immigrants.

b) Interviews with 163 immigrant women who responded to an interview protocol regarding their background and needs. Selection was determined with the aid of social service agencies, cultural organizations, church groups, ESL institutions, and places of

employment. Of these interviews, 71.7% were conducted in the Edmonton area.

c) Interviews with representatives of cultural organizations, social service agencies, churches, and government.

d) Interviews with administrators and teachers, in various ESL institutions across Canada, who responded to questionnaires.

e) A brief questionnaire distributed to 300 immigrant women working in various factories and institutions to determine their interest in ESL programs.

Analysis of the Data

The responses to the interview protocols were tabulated and in some cases percentages were calculated based on the number of respondents to the various items. Some of the items derived from the protocol were cross-tabulated in order to establish significant relationships.

Chapter Two THE REVIEW OF THE LITERATURE

The review of the literature revealed only a limited amount of material specifically dealing with immigrant women in North America and their problems learning English. Most studies have not distinguished between men and women in the ESL class. Much of the literature concentrates on children and the relationship between children and their parents in the second language learning process. Some of the problems confronting women can be inferred from the latter studies.

Problems of Immigrants in General

In her study of the Greek community in Toronto, E. Tsatos (1971) mentions the great amount of social, psychological, and economic adjustment which immigrants must undergo upon their arrival in Canada. This adjustment process can cause strong feelings of anxiety, especially for immigrants who come from a traditional rural background into a large urban industrial environment. Tsatos mentions the importance of language training:

> The immigrant life, especially during its early stages, is filled with constant pressures resulting from the environment outside as well as from the family within. Anxiety and fear develop because most of the time the immigrants do not know what to expect from the society or what the society expects from them, as most of them, due to the lack of English, are unable to function and develop satisfying relationships within the new society. Their inability to speak the English language should be emphasized as the major cause of stress and can justifiably be thought of as the root of all the problems.
>
> (Tsatos, 1971, p. 14)

According to Michael G. Burns (1971), culture shock can have a very detrimental effect upon immigrants' efforts to learn English. Upon their arrival in Canada immigrants are "culture bound" to the culture of their country of birth. There is no immediate way that

they can be absorbed into the Canadian way of life. Lack of English language skills prevents communication and a feeling of frustration and disorientation develops. This feeling constitutes culture shock and is a factor which can inhibit English language learning.

Even though there may be an apparent strong effort by immigrants to learn English, there are frequent retreats into the security of their own culture. The efforts to learn may appear too great, especially when frustrations develop with English lessons and with adaptation requirements necessary to the new culture.

The consequences of culture shock and failure to learn English are as follows:

> First, new Canadians who cannot cope with the demands of the Canadian culture tend to form sub-cultures, little communities, where their native culture is promoted and propagated. An excellent example of this social phenomenon is the local Finnish community (Toronto), where it is possible for a person to be born, live and die, without learning a single word of English.
>
> Second, new Canadians who experience great difficulty in learning English because of culture shock, often will not speak English in public unless absolutely necessary... This perhaps more than any other reason, causes the alienation of children from their parents in new Canadian families.
>
> Third, new Canadians whose initial efforts to learn English have been frustrated because of culture shock, may never be assimilated into the Canadian culture... and may remain aliens for the rest of their lives.
>
> (Burns, 1971, p. 20)

Problems Faced by Women Immigrants

Rigby and Freedman (1971) describe programs which have been developed in the Toronto area for immigrant mothers through the efforts of community members in the St. Clair-Dufferin area in cooperation with the Ontario Citizenship Branch. The community members realized

how lonely and frightening it must be for mothers to be left at home unable to communicate or shop while husbands and children are learning the language and adjusting to the new culture. The community members found that housewives would attend classes "if they were held at a time when they could attend, if their children were cared for and if their cultural patterns were respected". This program was the inspiration for many more communities.

The Citizenship Branch also supplied personnel to train volunteer teachers and to run seminars on English second language methodology. A trained nursery supervisor, with the help of volunteers, looked after and taught the children.

S.B. Chandler (1973) in his study of the Italo-Canadians states:

> A sense of isolation is more likely to affect the women than the men, who not only leave the home to work but who usually have to acquire some knowledge of English. In this sector the YWCA, among other agencies, is performing a valuable service among immigrants with its "Outreach" programme, financed by the federal and provincial governments, but admits it is only skimming the surface.
> (S.B. Chandler, 1973, p. 2)

Another study of rural Greek immigrants in Toronto by Kapelos (1974), contrasts the role of the non-working wife in her Canadian environment with that of her role in her native village. The social network in the village includes many relatives and even the entire community. In Toronto, the non-working immigrant wife is isolated and lacking in social supports. Often the husband will not let her go out alone even to attend language classes. As a result, the wife may develop psychosomatic symptoms and moods of depression.

The women of this community have shown greater problems of adjustment, "...According to several nurses and doctors working with

immigrants, this appears to be a significant problem".

Other factors which may affect the wife and her efforts to seek language instruction, according to Kapelos, are the changes in family structure which occur in Canada:

> Immigration, which in itself produces stress in an individual can also create a transitional crisis. The seemingly solid unit of the family breaks down when transplanted from its own cultural context to a new one, in particular, one which is relatively young, flexible and constantly changing.
>
> Patterns of interaction between husband and wife differ from those previously experienced in the traditional society. Relations may become strained. Time together becomes rare. Activities usually centre around the television set, one of the first acquisitions and the focus of attention for all family members.
>
> Due to outside pressures, the family has limited time to be together. All members of the family who traditionally would have found companionship within the family unit begin to turn to outside sources. the children rely more readily on outside social supports...and soon their connection to the family becomes one of only fulfillment of basic needs. In addition to the conflict of marital roles, there is also a questioning of parental roles. Conflict arises between parents who disagree on the upbringing of the children. The father sometimes blames the mother for not fulfilling her role or for trying to take on "Canadian ways". The mother feels she is not getting the support she needs from the father.
>
> (Kapelos, 1974, p. 10)

Problems in Language Acquisition

A factor affecting immigrants' language learning, according to Richards (1972) is the degree to which they feel they have been admitted into the mainstream of the dominant culture. Nonstandard forms of English develop when there are few contacts with speakers of standard English, and "no intellectual or high culture networks in English". The nonstandard form of English reflects "the social

limitations imposed on the immigrant community".

The use of standard English is promoted when favorable conditions consist of "fluidity of roles and status in the community".

Richards maintains that, "the economic and social possibilities available for some immigrants do not make the learning of standard English either possible, desirable or even helpful".

Richards concludes his analysis of language learning problems as follows:

> Nobody can be expected to learn the language of a social group if at the same time he is denied the means by which he can become a member of that group. In each of the cases I have considered we see an invitation to learn the language of those who hold economic, social and political power, without any corresponding invitation to become a part of this elitist power structure. Acknowledgement of the social basis of consequent educational problems should lead us to reject weakly conceptualized pedagogic answers, to problems which basically require social, economic, and political solutions.
> (Richards, 1972, p. 253)

Gardner (1968) describes the role of attitudes and motivation in second language acquisition. He mentions four important factors:

1. An (immigrant's) attitude towards the majority group will affect his motivation to learn or not to learn its language.

2. The truly successful language learner is one motivated to become integrated with the dominant language community.

3. The integrative motive appears to operate successfully with children if there is a corresponding accepting attitude by parents regarding the other language group.

4. The process of second language learning acquisition involves taking on the behavioral characteristics of the dominant culture even though there will be counter pressures.

Language Training

Ferguson (1972), who has done considerable work in the area of immigration for federal and Ontario government departments, sees the need for training courses for teachers and others engaged in helping immigrants. Such training courses could remove some of the inhibitions immigrants might have about enrolling in language programs or in maintaining attendance in such programs. Such courses would be designed to develop, "an awareness - a sensitivity to the cultural backgrounds of immigrants so we would improve our ability to work with them and would also make adjustment easier for them". Ferguson feels that Canadians are ignorant of the ways of other people and that we make mistakes in dealing with immigrants:

> Sometimes, by our normal behaviour we humiliate or embarrass them, sometimes we make them angry and sometimes we completely confuse them. We are quite unaware that we are doing this because we wrongly assume that they think and behave as we do and that the society from which they have come operates in the same way as ours does.
>
> (Ferguson, 1972, pp. 21-22)

Ashworth (1976) in her investigation of services available to immigrant families in the Greater Vancouver area states that much needs to be done in order to provide English language training quickly and efficiently. She feels that

> Fluency in English is the key to employment and integration. The chances of an immigrant finishing up on UIC or welfare, or hospitalized with a mental breakdown are increased if denied the opportunity to learn English.
>
> (Ashworth, 1976, p. 168)

Cutbacks and administrative changes in the "Moms and Tots" programs have been criticized by Ashworth:

> It is unfortunate that some people see this program as being sentimentally motivated, as yet another example of the soft-headed social work establishment trying to leach the taxpayer. But on the contrary, the Moms and Tots program can actually save dollars. If the mother does not learn English, her ignorance slows down the efforts of the school to teach her children English so that they can progress satisfactorily through the school system. If the father learns English and the mother remains ignorant of the new language, this not only constricts the linguistic ability of the whole family, it gives the father a freedom which the mother does not possess... If the mother learns English, she is free to take a better job instead of being forced into one where she can be exploited.
>
> (Ashworth, 1976, p. 169)

In order to overcome the frequent situation in which Provincial governments are reluctant to support language training for immigrants, Ashworth recommends that English language training be the concern of the federal rather that the provincial government.

Implications of the New Citizenship Act on Language Programming

The new Citizenship Act which is soon to be in effect contains important implications for women and for those who offer language learning programs. According to Czerny (1977):

> As in the old Act, a person will still be required to have an "adequate knowledge of one of the official languages of Canada". This boils down to sufficient fluency (not literacy) to get along in day-to-day practical affairs. But the old Act exempts older long-time residents and spouses of citizens from the requirement. The new Act does not wish to imply that an older person or a married person either needs or desires less fluency in English or French than other people...Not only will some previously exempted older and married persons now need language assistance... but some of these people may wish to apply for citizenship as soon as they meet the residence requirement of three years. This raises the possibility of increased enrolment in E.S.L. classes; and of a student body with a somewhat different cross-section of characteristics from those you now encounter.

The above would seem to indicate a need to gain greater appreciation of the factors which heretofore have inhibited women from taking language training and to modify or create classes specifically for this group.

American Program Efforts

There have been various attempts in the United States to meet the language and other learning needs of adults of various minority groups. Way and Moore (1975) have developed a handbook for paraprofessionals for use in Adult Basic Education home instruction programs in Kentucky. Brooks (1975) reports on "Project Open-Out" in Wilmingdom, Delaware, which used paraprofessionals to give individualized instruction in homes and centres. Davidson (1975) tells about "Operation COPE", a program for Negro mothers in need of survival skills. All these programs have worthwhile elements which could be used in helping solve the needs of some Canadian immigrant women.

Summary of the Review of the Related Literature

The literature has suggested a number of important factors which may inhibit women from participating in English language training. The pioneer work in the Province of Ontario has provided information which is of considerable value. Programs involving mothers and young children seem to be one answer to the inhibiting factor of young children. Cultural differences, including culture shock, present a vast number of inhibiting factors to language learning as exemplified in studies of the Italian and Greek communities and the observations of Burns. The total inter-relatedness of language and culture is pointed up by these

studies.

The study of the features of acceptance, attitude, and motivation is essential to the understanding of the problems women and all immigrants face in varying degrees.

Czerny and Ashworth highlight new factors which loom on the horizon. They indicate the urgency which is necessary in finding solutions to the immigrant woman's language needs. American programs involving the education of minority groups may be a source for development of specialized immigrant programs.

Chapter Three

THE PERSONAL IN-DEPTH INTERVIEWS: FINDINGS AND IMPLICATIONS

The Interview Protocol Employed

An interview protocol was designed to elicit background information about women immigrants in order to determine their basic needs in the new setting. In designing the interview protocol the concern was to develop items which would provide an adequate profile of the client and her needs. Attempts were made to construct items which reflected current thinking in questionnaire design and attitude measurement. A sample of the interview protocol is included in Appendix A.

Items 1-40 were designed to elicit specific information regarding the client's background.

Items 41-54 were designed for women who had never attended ESL classes. The purpose of these items was to establish the reasons for non-attendance and the conditions necessary for attendance to take place.

Items 51-65 were designed for women who were attending ESL classes. These items were designed to establish a profile on women who attend classes in order to compare this profile with the one for non-attenders.

Items 66-79 were designed for working women. The purpose of these items was to find out if the client was under-employed and if this under-employment was related to insufficient knowledge of English.

Items 80-89 were designed for non-working women. The purpose of these items was to find out the work expectations of the client and the

level of English needed to meet these expectations.

Once the interview protocol was established a trial run was attempted with a sample group. As a result of this trial run, a number of questions were eliminated and other questions were modified.

Inter-Interviewer Reliability

Reliability in interview techniques among interviewers was established through pre-interview sessions involving interviewers, interpreters, and question protocol designers and by way of direct supervision of most initial interview sessions by the principal researcher in order to ensure uniformity of approach.

Nature of the Interview Sample

Women from five cities provided answers to the questions contained in the protocol with the majority of the 163 respondents (71.7%) residing in Edmonton. The length of residence in Canada varied from a few months to as long as forty years. The women in the study represented 33 different countries and they ranged in age from 18 to 65. Nearly three-quarters of those interviewed were between the ages of 20 and 40. This fact corresponds to the statistics compiled by the Research Projects Group of the Department of Manpower and Immigration (1977) for the period 1968 to 1976.

This study deals mainly with married women, representing a group of immigrants who may not receive the benefits of intensive Manpower language classes or training opportunities. In many cases, the added responsibilities of household duties, children, and employment make married women's problems more complex than those of women who have single independent status.

The majority of women, along with other family members, expressed feelings of contentment about residing in Canada. Of all the members of the family who had difficulties in adjusting to life in Canada, the wife or mother had the greatest difficulty.

In the following sections of the study, the attendance and interest patterns with respect to ESL classes will be reported.

Characteristics of Women Who Attend ESL Classes and Women Who do Not Attend ESL Classes

Of the women surveyed, 62 (38%) do not attend ESL classes. It is interesting to note that 50 (80.6%) of these women indicated a desire to learn English.

Certain groups of immigrant women seem less likely to attend ESL classes. These are as follows:

1) Sponsored immigrants and citizens.

   Of the sponsored immigrants 49% attend ESL classes.

   Of the citizens 52.8% attend ESL classes.

   The percentages for refugees, independent landed immigrants, and those with other statuses are 66.7%, 74.5% and 75% respectively.

Table 3.1 STATUS IN CANADA

	CITIZEN	INDEPENDENT LANDED IMMIGRANT	REFUGEE	SPONSORED IMMIGRANT	OTHER	TOTAL
ATTEND	19	41	10	24	3	97
DO NOT ATTEND	17	14	5	25	1	62
TOTAL	36	55	15	49	4	159

2) Women of a few specific nationalities.

Of the 13 women from Portugal, 10 (76.9%) do not attend ESL classes, as well as 9 out of 13 women from Korea (69.2%), 8 out of 10 women from Lebanon (80%), and 13 out of 21 women from Italy (61.9%).

Table 3.2 NATIONALITY

	PORTUGUESE	KOREAN	LEBANESE	ITALIAN	CHILEAN	CHINESE	TOTAL
ATTEND	3	4	2	8	12	21	50
DO NOT ATTEND	10	9	8	13	5	3	48
TOTAL	13	13	10	21	17	24	98

Note: It will be seen from Table 2.2 that those women of nationalities most likely to take ESL are Chileans, with 12 of the 17 (70.6%) attending, and Chinese, with 21 of the 24 (87.5%) attending.

3) Women who are not working.

Of the 74 women who are working, 37 (50%) do not attend ESL classes, while 25 out of 89 (28.1%) of those women who are not working do not attend ESL.

Table 3.3 EMPLOYMENT STATUS

	WORKING	NOT WORKING	TOTAL
ATTEND	35	63	98
DO NOT ATTEND	37	25	62
NO RESPONSE	2	1	3
TOTAL	74	89	163

Desired Features of an ESL Program as Seen by Those Interviewed

Women who were not attending ESL classes identified the following conditions as necessary before attendance at ESL classes might be possible:

1) Classes to be near their homes (39 of the 62 women).
2) Classes in a neighbour's home if these were available (40 of the 62 women).

Classes in the home have been tried out with some success in England using volunteers as teachers. Women interviewed indicated a need for classes during the day as well as in the evening. Evening classes would accommodate women who work during the day and those who require their husbands to look after the children.

Other desired features related to ESL programming are as follows:

1) On-the-job training for working women. Many women stated that they were too tired at the end of a work-day or too busy with family and household duties to attend classes.
2) Day-care or baby-sitting services. These services would be necessary for 19 of the 54 women not attending ESL classes.
3) Increased publicity about programs. A few women seemed to be unaware of the availability of classes and others did not know where to go for more advanced classes.

Of the 62 women, 25 indicated that they could attend classes more than twice a week, while 25 indicated that they could attend classes twice a week. Ten women indicated that their husbands would prefer them to attend classes organized specifically for women and taught by women teachers. These women represented the following nationalities:

Italian	1
Korean	3
Lebanese	2
Portuguese	3
Vietnamese	1

The women interviewed also indicated the area in which they preferred to receive instruction. Beginning with the area of greatest importance these are:

1) Speaking 2) Writing 3) Reading 4) Listening

5) Culture 6) Citizenship

Reactions to ESL Programs of Those Who Have or are Attending

Of the 163 women interviewed, 98 were attending or had attended ESL classes. These women were equally distributed at various levels of the programs. Most of the women expressed satisfaction with the programs that they were taking and felt that they were learning the kinds of things they wanted to know. In response to which aspects of the program they were enjoying most, the respondents mentioned such factors as the opportunity to converse, the quality of the instruction, and meeting other people.

Some of the criticisms of the ESL classes mentioned were as follows:

1) A policy of continuous enrollment kept the class from advancing as rapidly as it might.
2) The class size was too large and did not afford much opportunity for all to participate.
3) There was domination of class by a few students.
4) Variations in educational backgrounds caused problems in lesson pace.

5) A few students who wanted emphasis on conversation felt that lessons comprised too much grammar and writing.

Means of Awareness of ESL Program Availability

When asked how they found out about the class, the responses were as follows:

Friend or family	40 (40.8%)
Manpower - Immigration	22 (22.4%)
Advertisement	11 (11.2%)
Referred by other school	10 (10.2%)
Religious officials	2 (2.0%)
No response	13 (13.3%)
	98

Characteristics of Women Attending ESL Classes

Certain characteristics appear to pertain to women in attendance at ESL classes:

1) They have achieved a higher level in their education than those who do not attend ESL classes.

	ATTEND	DO NOT ATTEND
Less than 7 years of education	9.2%	48.4%
Between 7 and 12 years	41.8%	37.1%
More than 12 years	49.0%	14.5%

Table 3.4 NUMBER OF YEARS OF EDUCATION

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	OVER 15	TOTAL
ATTEND	0	0	0	1	5	2	1	3	1	6	5	5	21	8	7	9	24	98
DO NOT ATTEND	6	1	1	2	7	8	5	0	3	2	3	1	14	4	1	0	4	62

2) They have studied English at school in their home countries: three times as many women who studied English in school are studying English in Canada.

Table 3.5 PREVIOUS STUDY OF ENGLISH

	STUDIED ENGLISH IN SCHOOL	DID NOT STUDY ENGLISH IN SCHOOL
ATTEND	65	33
DO NOT ATTEND	21	38

3) They have been resident in the country a short time.

	ATTEND	DO NOT ATTEND
1 year or less	36 (36.7%)	12 (19.4%)
2 years	24 (24.5%)	10 (16.1%)
3-5 years	16 (16.3%)	11 (17.7)
more than 5 years	22 (22.4%)	29 (46.8%)

Table 3.6 NUMBER OF YEARS RESIDENT IN CANADA

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	OVER 15	TOTAL
ATTEND	36	24	8	5	3	2	3	4	2	1	0	3	0	0	0	7	98
DO NOT ATTEND	12	10	6	3	2	1	1	6	2	3	0	1	0	1	1	13	62

4) They tend to speak more than one language.

	ATTEND	DO NOT ATTEND
Speak no other language	53 (54.1%)	46 (74.2%)
Speak other language(s)	45 (45.9%)	16 (25.8%)

Table 3.7 NUMBER OF LANGUAGES SPOKEN OTHER THAN NATIVE LANGUAGE

	0	1	2	3	4	5	TOTAL
ATTEND	53	32	9	2	1	1	98
DO NOT ATTEND	46	9	7	0	0	0	62

5) They tend to get a daily English newspaper: of the 98 women who attend ESL classes, 51.0% get a daily English newspaper, whereas only 33.9% of the 62 women who do not attend ESL classes get a daily English newspaper.

Table 3.8 ACCESS TO A DAILY NEWSPAPER

	NUMBER WHO GET A DAILY ENGLISH PAPER	NUMBER WHO DO NOT GET A DAILY ENGLISH PAPER	NO RESPONSE
ATTEND	50	44	4
DO NOT ATTEND	21	40	1

6) A greater proportion of women with no children attend ESL classes: 36 (76.6%) of the 47 women who have no children attend ESL classes, but only 62 (54.9%) of the 113 women with children attend ESL classes.

Table 3.9 NUMBER OF CHILDREN

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL
ATTEND	36	16	20	13	5	3	3	0	1	0	0	0	0	1	98
DO NOT ATTEND	11	9	14	13	4	5	3	1	1	1	0	0	0	0	62

7) They work at jobs that require a higher educational evel and some training.

Of the 28 women working at jobs that utilize some training, as well as cashiers and clerks, 14 (50%) attend ESL classes. Of the 29 women working as seamstresses, 7 (24.1%) attend ESL classes, while 13 (39.4%) of the 33 women working at unskilled jobs (cleaning, waitressing, machine operating, bagging, shelving library books) attend ESL classes.

Table 3.10 NATURE OF EMPLOYMENT

	ATTEND	DO NOT ATTEND
SEWING	7	12
CLEANING	3	10
WAITRESSING	1	0
BABY-SITTING	0	1
CASHIER, CLERK, AIDE	7	1
UNDER TRAINING	7	3
OWN BUSINESS	0	1
UNSKILLED	9	3

8) They want to change their jobs: of those women who are working and want to change their jobs, 67.7% attend ESL classes, while 37.1% of those who do not attend ESL classes want to change their jobs.

Table 3.11 JOB SATISFACTION

	WORKING WOMEN WHO WANT TO CHANGE THEIR JOBS	WORKING WOMEN WHO DO NOT WANT TO CHANGE THEIR JOBS
ATTEND	21	10
DO NOT ATTEND	13	22

9) They were employed in their home countries: of the 103 women who were employed in their home countries, 76 (73.8%) attend ESL classes. Of the 56 women who were not employed in their home countries, 21 (37.5%) attend ESL classes.

Table 3.12 PREVIOUS EMPLOYMENT HISTORY

	WOMEN WHO WERE EMPLOYED IN THEIR HOME COUNTRIES	WOMEN WHO WERE NOT EMPLOYED IN THEIR HOME COUNTRIES
ATTEND	76	21
DO NOT ATTEND	27	35

Profile of Women Who are Working

The majority of women sought employment out of economic necessity and they obtained this employment largely through the efforts of friends or relatives. A small percentage, 6.8%, obtained their employment through Manpower offices.

Of the women who are working, the breakdown of employment categories is as follows:

Unskilled	20	27.0%
Garment sewing (factory or retail clothing store)	19	25.7%
Cleaning-janitorial	13	17.6%
Trained, skilled	11	14.9%
Cashier, clerk, teacher's aide	9	12.2%
In own business	1	1.3%
No response	1	1.3%
TOTALS	74	100.0%

In cross tabulating present type of employment with type of employment before emigration, the results show that of 48 working women, 10 were employed in a profession prior to emigration and are now under-employed in Canada. Similarly, 10 of the 17 women with skills or training are also under-employed.

TYPE OF JOB IN PRESENT

TYPE OF JOB IN PAST	SEWING	UNSKILLED	CASHIER, CLERK OR TEACHER'S AIDE	TRAINED OR SKILLED	TOTAL
SEWING	1	3	2	1	7
FACTORY WORKER	0	2	0	1	3
UNSKILLED	1	1	0	1	3
CLERICAL	2	2	0	0	4
TRAINED	2	7	1	7	17
PROFESSIONAL	1	2	6	1	10
OWN BUSINESS	0	2	0	1	3
TOTAL	7	19	9	12	47

The salary range for the women interviewed is as follows:

$3.00 an hour or less	8	10.8%
$3.25 to $3.49	20	27.0%
$3.50 to $3.99	5	6.7%
$4.00 to $4.49	16	21.6%
$4.50 to $4.99	5	6.8%
$5.00 and up	7	9.5%
No response	13	17.6%

Although 58 (78.4%) of the 74 women indicated that they like the work they are doing, 34 (45.9%) indicated they would prefer to change their jobs, and 35 (47.3%) felt that their present jobs are not making the best use of their skills and talents. Of the women who indicated a desire to change jobs, 51 (68.9%) felt that their English language ability was not adequate and that they would require English upgrading to allow such change. In addition to English upgrading, 33 (44.6%) of the women felt that they would need to learn new skills in order to change their jobs.

Women Who are Not Working

Of the 89 women who are not working, 74 (83.1%) would like to be able to obtain a job, with 35 (47.3%) able to start work immediately, 16 (21.6%) unable to begin work until their children are older, and 13 (17.6%) willing to wait until their competence with the English language has improved. The more prevalent reasons for wanting to work are economic, relief from boredom, and use of prior training.

Of this group of 89 women, 55 (61.8%) had worked in their native countries, with 43 (78.2%) having been employed in a professional or skilled capacity. Of the 55 women who had worked previously, 27 (49.1%)

want different types of jobs in Canada, citing desire for new experience and the improvement of English as the main reasons. Thirty-two (58.2%) of these women feel that they would require retraining for a new type of job, while 30 (54.5%) feel that they do not have sufficient ability in English for a new job. Going to work would present problems for 24 (27%) of these 89 women, with 18 of the 24 (75%) citing the need for child care as the main problem.

Employer Perception of ESL Program Needs

A questionnaire (Appendix E) was distributed to six employers of large numbers of immigrant women in the Edmonton area in order to assess the need for language training of their employees. The results are as follows:

	GARMENT FACTORY A	GARMENT FACTORY B	DOWNTOWN SHOPPING CENTER	HOTEL	TOTAL
ATTENDING ENGLISH CLASSES NOW	11 11.7%	15 7.7%	6 27.3%	7 39.9%	39
HAVE COMPLETED AN ENGLISH CLASS	8 8.5%	17 8.7%	7 31.8%	5 27.8%	37
INTEREST IN TAKING AN ENGLISH CLASS	43 45.7%	104 53.1%	21 95.5%	4 22.2%	172
TOTAL NUMBER OF RESPONSES FROM EACH EMPLOYER	94	196	22	18	330

Note: Twenty-eight women who indicated interest in taking an English class are already attending one.

In addition, a preliminary inquiry at one of the city hospitals indicated a possible need for some form of language training for approximately 100 of their employees. In interviews, personnel directors of city hotels indicated that they also employ large numbers of immigrant

women, some of whom could be potential candidates for some form of language training.

Summary

The personal in-depth interviews and language interest survey provide an insight into some of the reasons for participation by some immigrant women and non-participation by others in existing language programs. Of the 62 women who do not attend language training institutions, 44 (71%) indicated that it was such factors as full-time employment, children, and other household responsibilities which prevent them from doing so. However, in spite of these obstacles to language course attendance, the majority of the women indicated that they would like to attend language classes. They felt that a language course would enable them to make greater contact with other Canadians, to improve their communication skills, and to obtain employment or better employment.

The majority of women who wanted to take classes indicated that they would prefer classes near their homes. Interest was also expressed in programs which could be held in their own homes or in neighbouring homes. In order to participate in language courses, 19 (35%) of the women indicated that they would require day-care or babysitting services.

Cultural factors may have an influence on whether or not women attend language classes. Women from Portugal, Korea, Lebanon, and Italy attend classes in fewer numbers proportionally than do women from Chile or Hong Kong. Some husbands do not want their wives to attend language classes. In other cases, husbands would prefer that their wives attend classes exclusively for women and with women instructors, but such classes are not always available.

When we examine the characteristics of women who do not attend language classes, we are able to infer other qualities about non-attenders. Those who attend classes tend to have had more education. Women with little or no education tend to shy away from the available programs. Women who wish to change their jobs are more likely to attend language programs than women who are satisfied with their job situations. Women who were employed in their home countries are more likely to attend language courses than those who were not gainfully employed. In general, non-working women attend language courses to a greater degree than those who are employed. Women with no children attend classes in far greater number than those with children.

In addition to the distinctions between those who attend and those who do not attend language programs, there is useful information to be garnered about working and non-working women. Of those who are working, the majority are working because of economic necessity. Of the 74 working women, 44 (58.5%) obtained their jobs with the assistance of friends or relatives and 5 (6.8%) obtained their jobs with the assistance of Manpower. Fifty-two (70.3%) of the women are performing unskilled jobs, or sewing in garment factories, or working for janitorial agencies. There are 27 (56.2%) of the women with professional or skill training, representing a large group who are under-employed. Only 7 (9.5%) of the women are earning more than five dollars per hour. Thirty-three (44.6%) of the women earn less than four dollars per hour. Nearly half the women indicate an interest in changing their jobs. They would like to obtain employment in their area of expertise, or in some cases, they would like to retrain for other areas. In order to obtain a new job status,

51 (68.9%) feel the need for upgrading their English skills. Thirty-three (44.6%) feel the need for more skill training in order to obtain a new job.

Of the 89 women who are not presently employed, 74 (83.1%) indicate an interest in obtaining employment. Nearly eighty percent of these women had worked previously in professions or areas which required a skill or training background. A little over half of the women indicate a desire for different employment in Canada because of a wish for new experience, and because of insufficient English to be able to carry on in the same type of work. Some form of retraining was felt to be necessary for 32 (35%) of the non-working women. Over half of the women feel that their present level of English is not sufficient to work in the area of their choice. For 24 (27%) of the women for whom going to work would present problems, the major concern is the need for child care.

The language interest questionnaire would seem to indicate that there are a considerable number of women who are in need of some form of language training. In some instances, employers indicate an interest in on-the-job language training programs.

The results of the interview protocol seem to indicate that there are still a great many women in need of language training services of one kind or another. In addition to language training, opportunities need to be created whereby women may upgrade their skills or learn new ones so that they may obtain positions commensurate with their educational backgrounds.

Chapter Four

DESCRIPTION OF SPECIAL PROJECTS RELATED TO THE LANGUAGE NEEDS OF IMMIGRANT WOMEN

In different cities throughout Canada, a number of interesting programs have been attempted which have endeavoured to meet some of the needs of immigrant women. A brief review based on personal observation, reports, and/or interviews with representatives of some of these projects follows.

VANCOUVER - Chinese Women's Resource Project

Ms. Beverly Nan at Immigrant Services Centre described the raison d'etre behind the creation of the Chinese Women's Resource Project. This project was created to serve a need in the Chinese community for a program for immigrant women, especially for those women who have had a meagre education. The program was designed to help women in their adaptation to Canadian society and was believed to be particularly necessary for housebound women with small children. The project leaders considered an understanding of Canadian life to be as important to women as the acquisition of language skills.

The program employed bilingual leaders whose aim was to build bridges to the wider community. The program was geared to essential supportive services available in the community as well as an understanding of the Canadian way of life. The women were encouraged to help one another and thus, through mutual encouragement, an atmosphere of trust was established which was conducive to learning taking place.

Volunteers were used extensively in various facets of the programs. Meetings were held twice weekly with language being taught one day and

orientation to Canadian life being taught on the other day. A pre-school co-op was set up in which all parents were required to participate. With this pre-school co-op, a Head-Start program was attempted to that the children would be able to enter school without a language or cultural handicap.

The whole family was involved in special programs and husbands were kept informed about the day-to-day programs. It is hoped that in the future occasional programs can be set up involving husbands so that child-rearing practices in Canada and other family related matters can be discussed. Similar programs have been attempted with other ethnic communities and joint meetings have taken place to acquaint the different communities with each other's cultural traditions.

Vancouver Community College - King Edward Campus - Community and Family Aide Program

This program is designed for women who have completed at least a Level II Intermediate ESL course at the community college, and endeavours to teach the students homemaking skills, which they can use in their own homes, or in homemaker or family aide programs utilized in hotels, hospitals, and allied institutions as part of housekeeping staffs. Many of the students find the English that they have learned on the ESL course becomes truly meaningful when used in connection with the numerous practical tasks which are part of this program. Their facility in the use of the language is greatly increased.

Because so much of what is learned on the course could be of value to many new Canadian homemakers, certain aspects of this program could be adapted into regular ESL programming for the benefit of immigrants and their families. Such topics as meal planning, nutritional require-

ments, low-cost menus, shopping, food budgeting, food preparation, sanitary food handling practices, use of equipment, could be of immense value if presented in true-to-life settings.

Immigrant Reception Centre - Immigrant Services Society of British Columbia

This society, which is funded by provincial and federal grants, offers the recent immigrant aid for housing, funds for basic needs, counselling services, and information on all aspects of life in Canada. Classes in sewing and crafts are available as well as classes in English conversation designed to give the immigrant a basic orientation to the Canadian way of life. Various social programs are arranged to assist the newcomer in meeting others of his own ethnic group, as well as members of the Canadian community. A program which appears to be particularly worthwhile, called "International Dialogue", has as its purpose the bringing together of immigrants with professional backgrounds with their Canadian counterparts. This type of program could be used to bring together many other groups of people who share similar occupational skills and similar interests.

Women-in-Training Program

The YWCA in many cities in Canada is playing an important role in investigating the needs of immigrant women and in the implementation of such programs to meet these needs. A Women-in-Training project has operated in Vancouver since 1971. In her report on the project, Louise Donovan, co-ordinator of the Program, explains that the program (funded by Canada Manpower and the British Columbia Department of Education) was set up to aid women who wanted to work but who lacked the necessary English skills and knowledge about Canadian life to be able to do so.

The YWCA set up courses in Retail Sales, Office Work, Waitressing, Room Maid, and Food Services and made them available to women in several ethnic communities of Vancouver and its environs. A close liaison was established with potential employers of program graduates.

In the past, it was the practise to keep the ethnic groups separate, but efforts were made latterly to mix the groups; this effort aided students in their English studies as well as in their understanding of other cultures. Much of the work of socialization and cultural understanding is achieved through the use of bilingual-bicultural counsellors.

There is an expressed need, according to Ms. Donovan, for volunteers to go into students' homes for the purpose of providing students with extra practise in English. Many of the students have stated that they do not have the opportunity to meet native speakers of English. As with the homemaker program with its tie-in of language and practical tasks, this program indicates possible solutions for some of the needs of immigrant women.

Women in the Labour Force

Another interesting project in Vancouver is the research project which investigated the needs of immigrant women in the labour force. This project, which was under the co-sponsorship of the Vancouver Status of Women and the Social Concerns Committee of the YWCA and was funded under a local Initiatives Project grant, began in January, 1974 and was officially ended in June, 1974.

A number of separate reports were written and sent to various governmental departments which were directly concerned. The data collected on the project reflected the situation of working immigrant women across the country. The summary report states that "... immigrant

working women face an integrated set of problems, which extend from the community, through the work place and the home". (p. 4)

The 1974 report to the British Columbia Minister of Labour mentioned that the problems which women face at work are increased by their lack of facility with the English language as well as the unavailability of many other services. This lack of adequate education results in many on-the-job injustices to women who do not have an understanding of their job rights or of their employers' obligations towards them. The information in this report points up sharply the need for language training programs prior to employment, or, barring this, some on-the-job language training programs.

The report to Canada Manpower (1974) complained about the selection process for government-sponsored language training programs as it applied to women.

> The result of this selection process of applicants is that women who are usually unskilled or have low-paying job skills and are not the chief breadwinners of the family are not usually sponsored. Women therefore remain in low-paying jobs because they cannot acquire the language skills necessary to get better paying jobs.

Summarized briefly, the report to Canada Manpower recommended:

1. that more spaces be provided in the course and that women be admitted in equal proportion to men;
2. that living stipends by increased;
3. that free day-care services be provided;
4. that the learning efficiency of Manpower classes be assessed with a view towards bilingual education;
5. that Manpower must consider on-the-job language classes;
6. that Manpower, in conjunction with the Department of

Education, make available an increased number of courses for women at vocational training institutions and in retraining programs.

The 1974 report to the B.C. Minister of Education maintained that immigrant women were being effectively excluded from almost all sponsored courses. Various reasons were cited for this:

1. Moms and Tots programs are not suitable for women who work during the day.
2. Evening programs are too exhausting for women who work and have family obligations.
3. The demand for evening classes is high, but only a limited number of them are available. This inaccessibility of language training for working women is compounded by the fact that many women work in environments where they only use their native language. (p. 1)

It was also stated that the lack of English language skills made it difficult for women to handle emergency situations. Lack of language skills and a lack of understanding of the new culture had led to mothers becoming estranged from their children.

A few of the recommendations of the report stated:

1. that efforts should be made for evening and Saturday morning classes for women with the provision of free baby-sitting services.
2. that bilingual classes in various ethnic communities, which operate under special limited grants, should be continued.
3. that with the cooperation of Canada Manpower, on-the-job pilot programs should be encouraged.

4. that greater use should be made of radio, television, and video-tapes to present language instruction programs.

5. that bilingual personnel should be hired who are able to inform parents about school programs and who are also able to work with parents on community-based programs.

Jantzen Project

As a result of the recommendation of the YWCA reports on Immigrant Women in the Labour Force, an on-the-job pilot program* was set up which involved:

Jantzen Canada Ltd.

Vancouver Community College

Department of Manpower and Immigration

Social Planning Department, City of Vancouver

Conclusions drawn from the project indicated that on-the-job language training can be done with positive results both for the worker and for the industry concerned. In this particular project, a definite improvement in the workers' attitudes was mentioned by supervisors. Absenteeism decreased dramatically.

---

*Two reports about the project which should be of interest to others who would like to attempt similar ventures are:

"Evaluation of the English Language Training Programme for Immigrant Women Workers at Jantzen of Canada Limited", by Brishkai Lund, December 15, 1976, Final Report for the Department of Social Planning, City of Vancouver.

"ESL on the Job - The Jantzen Experience", by Jan Laylin, Teal Occasional Papers, B.C. Association of Teachers of English as an Additional Language, Volume 1, 1977.

M.O.S.A.I.C. (Multilingual Orientation Service Association for Immigrant Communities

Immigrants often have important matters to attend to when they first arrive in a new country. Because they do not have the necessary language facility of cultural understanding to attend to many of these matters, the MOSAIC Centre in Vancouver is able to act as a liaison between the immigrant communities and the Canadian education, medical, legal, and social services as a cultural and language interpreter. Their aim is to make immigrants aware of their rights and obligations in their new country. They respond to over 2,000 requests for assistance per month from the residents of the Greater Vancouver area.

The centre has also set up a Multilingual Assistance Project to translate into a number of languages printed materials from a variety of sources. In cooperation with other agencies, a telephone information service is being set up for immigrants at Vancouver International Airport. Interpretation services at orientation meetings for new immigrants is also being planned.

Winnipeg International Centre

The Winnipeg International Centre, which celebrated 25 years of service in 1976, offers a great many services to immigrants. The annual report of the centre states that in 1976 there were 50,000 individuals who visited the centre. Besides its professional staff, there are many dedicated volunteers to help operate the centre.

Language classes coordinated by Mrs. M. Johnson and Mrs. L. Wiebe are offered Monday through Thursday with four different sessions of two hours duration offered per day. Baby sitting facilities together with language classes are offered free of charge and are available for three

of the four sessions so that mothers or both parents can attend.

Mrs. Johnson also encouraged the setting up of on-the-job language upgrading for immigrant employees at the Health Sciences Centre and at the University of Manitoba. Mrs. Johnson served as instructor for the programs which were modelled on those offered at the International Centre. Another interesting program organized by Mrs. Johnson is a volunteer tutoring program. Volunteers help those immigrants who come into classes at various times during the year. Private tutoring is also available in homes with 30 volunteers available for this service. In addition to ESL lessons, there are many classes at the centre which are designed to meet the varied interests of the different ethnic communities.

Citizenship classes are held every Wednesday evening and are coordinated by Mrs. A. Giesbrecht. Essential facts about Canada are presented by different guest speakers to those immigrants who wish to apply for their citizenship papers. A host of other citizenship events are arranged throughout the year.

The Centre has a number of other important committees to serve immigrant needs in the areas of human rights, immigration settlement, and multiculturalism. The immigrant services available are as follows: individual and family orientation and counselling, referral services, interpreter services, translating, and group counselling. Over 3,000 people made use of these services during 1976.

Recent immigrants are issued invitations to the Saturday morning socials at the Centre. These invitations are distributed to immigrants upon their arrival at the airport.

A consumer help office offers a variety of services to aid immigrants in becoming knowledgeable buyers of goods and services.

The Citizenship Council of Manitoba planned and organized nine women's conferences, each for a different ethnic community, in order to discover some of the problems faced by women. The reports of the different communities elicited similar concerns: ESL training, day care, employment, and recognition of training obtained outside of Canada.

Ontario Welcome House

Ontario Welcome House is a centre similar in concept to Winnipeg's International Centre and it too offers an impressive array of services to immigrants. Assistance is given to newcomers in the following areas: accommodation, employment, health insurance, immigration problems, preparation of resumes, evaluation of educational documents and trade certificates, free clothing for the needy, free language classes and nursery, and Saturday social programs. Welcome House is operated by the Government of Ontario through its Ministry of Community and Social Services with the assistance of federal and municipal governments and various volunteer agencies.

Because the counsellors at Welcome House are multilingual, they are able to offer aid to nearly all the major language groups. Problems, similar to those already cited in other sections of this paper, were mentioned by counsellors, as well as these additional problems: professionals trying to achieve equivalent status, sponsors neglecting and taking advantage of nominated relatives, unrealistic expectations of opportunities in Canada, need for bilingual teachers, and ignorance of facilities available.

Centre for Spanish-Speaking Immigrants - Toronto

Many centres are operated by different ethnic groups. The Centre for Spanish-speaking Immigrants has an interesting program. Ms. Marziali

conducts a woman's communication group which meets two or three hours on a weekly basis. Major problems for these women are in the area of language, job opportunities, and isolation. There are many women who are living alone who are separated or divorced. Because they do not speak English, they cannot communicate with their neighbours and they, therefore, need a place to make friends and to participate in activities. Speakers are brought in to discuss such things as women and the law, health, unemployment insurance, and pension plans. Cultural pursuits are also carried on at the centre: crafts, guitar playing, singing, dancing, and theatre. English classes are also held in the morning and in the evening with bilingual instructors. Work, however, often interferes with attendance at classes. Many professionals are working as factory helpers because of language problems. They often remain at these lower status jobs in order to send money back to their families. Women find obstacles in being accepted by the university because they are not credited for their programs taken in their home countries. Professionals are denied Manpower English courses because they have been able to get factory jobs which can be performed without a knowledge of the English language.

Many immigrants do not know about the many services available to them. Because they are not used to family counselling services, they tend to come to the centre only at the crisis stage. Many of the women are now less afraid to separate from their husbands. Previously, because of tradition and economic dependence, they often bore a lot of mistreatment from their husbands. Because they are becoming more aware, there is an increasing number of women who separate and divorce.

The availability of easy credit often leads immigrants into

financial difficulties. Many families purchase homes with large mortgages, and cannot maintain the payments. As a result, the homes are then repossessed. Because many immigrants do not have secure job situations and are subject to layoffs, they run into problems regarding credit payments.

The Ministry of Culture and Recreation: Citizenship Branch

The Citizenship Branch of the Ontario Government has assumed an important role in the coordination of ESL programming and in assistance to immigrants. The Citizenship Branch issues a great variety of publications to help students and teachers in the various ESL programs throughout the province. Tapes to accompany the text Introduction to Canadian English are available on loan as well as an audio-visual series dealing with life in Ontario. Teacher training films and video tapes are available from the Resource Centre.

The language training section of the Citizenship Branch also provides an annual conference for teachers of English as a second language, an ESL library for reference and circulation, information on ESL materials and programs, help in setting up seminars on various topics of interest to ESL teachers, consultative services, and English classes individually sponsored or co-sponsored in conjunction with Boards of Education and Community Colleges.

Mothers and Pre-Schooler Programs

Mother and Pre-Schooler Programs were visited in three cities: Toronto, Vancouver, and Calgary. These programs, which are closely linked to the communities they serve, perform valuable services for women by providing language survival skills, social contact, and orientation to the Canadian way of life. The program for pre-schoolers

helps to bring them to a level at which they can enter the school system with minimal difficulty. In Metropolitan Toronto, 55 such programs are available with many more operating in other areas of the city and province. Calgary has five such centres and Vancouver, which originally had a potential for 60 such classes, was forced, through budget cutbacks, to operate only 15.

Vancouver - An Interview With a Representative of the East Indian Community

The size of the Indian community in Vancouver is approximately 35,000 made up of immigrants from many parts of India and Pakistan. The northern groups from the Punjab region generally are in need of English language training as they tend to be from rural districts. In India women from rural environments generally have stayed in the home or have helped out in the fields, and so have received little or no formal education. Upon arrival in Canada they must look for work because of economic conditions. As a result of their previous lack of education, they generally go into the farm labour market or into janitorial services.

There have been recent cases of exploitation of these Indian workers through job situations which have involved subcontractors. As a result, those who are working on farms often receive minimal pay, and their living conditions are very poor.

Some of the initial problems for East Indian women are adjustments to Canadian housing, shopping, housecleaning, and providing nutritious lunches for their children with unfamiliar foods. In addition, some women have faced discrimination in their jobs, but are afraid to speak out for fear of losing them.

Other factors which have caused these people difficulty are the

concept of going to school itself, getting used to North American time attitudes, leaving children with non-family sitters, and having to return home to cook after a day in school or a day spent at work.

In-laws have a major influence on Indian women and tend to suppress an interest in language learning. The women often need permission to go out of the home. Husbands often say that their wives do not need to learn English to do housework. Some women have been in the country for more than fifteen years and have not been to any classes.

There are also problems regarding day care and school fees. Many more women would come to classes if solutions were found regarding day care. There are many organizations which concern themselves with immigrants but there are not many that have a serious, sustained interest. The interviewee felt that there was an important need for Indian women to become involved with community activity. Because women are often isolated at home, they have no one to turn to when family crises develop.

In the area of language learning, the interviewee felt that a bilingual program was necessary. In her experience, beginning students tended to drop out early from non-bilingual programs. In addition, beginning students are more likely to approach a bilingual teacher for help, rather than a unilingual teacher or counsellor.

Edmonton - Interviews With Representatives of Various Communities

Interviews in the Edmonton area took place with representatives of the Korean, Italian, Portuguese, and Chilean communities as well as with social workers involved with immigrants from many other ethnic communities. Nearly every community leader mentioned the language problems faced by women who find it difficult to work, to maintain households, and to attend classes. Many women, depending on their

educational and ethnic background, do not go to English classes and therefore they do not have the ability to speak English even after many years in Canada. There is no commitment to language learning. Those women who work with others who speak their native language often use only their native language on the job. The unavailability of day care classes or evening babysitting facilities were also frequently mentioned as factors for non-attendance at classes.

A number of ethnic communities expressed interest in having ESL classes in either Church or community centre locations. Some of the leaders felt that it was important for Canadians to gain an appreciation and understanding of the various communities settling in Alberta with special reference to their beliefs and value systems. In this way, discrimination would perhaps be lessened for some groups, and communities would be able to integrate more easily into Canadian life.

There have been some cases where family conflicts over differences in values between those of their home country and those of Canada have led to family breakdown. Immigrants need aid in interpreting the new value systems. Where there are family problems, language learning is difficult.

One of the social workers felt that more spaces should be made available at the Alberta Vocational Centre (or elsewhere) for women who wish in-depth language training. Women with skills are frustrated in their attempts to put these skills to use. There is also dissatisfaction regarding the amount of retraining that may be required by professional and trade association standards.

Women face problems of isolation when families move to outlying areas. Elderly parents may accompany their children to these areas and

feel lost in the new environment where they are surrounded by neighbours with whom they cannot communicate. The number of elderly sponsored parents has increased considerably and some form of language training needs to be provided for them.

English may be "picked up" informally on-the-job, but this usually is not enough to meet the many contingencies which can arise. All immigrants, according to one counsellor, should have the opportunity to attend an English program whether they are destined for the work force or not.

Summary

The foregoing projects and interviews provide some evidence that immigrant women have many and varied language needs. These needs must be met if immigrant women are to achieve their rightful place in the Canadian labour force and in Canadian life.

Language competence is cited as one of the prime necessities if women are to achieve job satisfaction. Lack of language facility may make women victims of such job abuses as documented in the Vancouver project: Women in the Labor Force. Similar job abuses have been mentioned by Manpower counsellors interviewed in Toronto.

Provision must also be made for potential labour force candidates through programs similar to the Vancouver Chinese Women's Resource Project and the Mothers (Parents) and Pre-Schooler programs in Toronto, Calgary, and Vancouver.

With language study there is also a need for programs using bilingual personnel to encourage contact by ethnic communities with each other and with Canadian society at large.

Frequent women's forums in the mode of those attempted by

Winnipeg's International Centre would help to bring women's needs to the attention of those who are involved in providing immigrant services.

Connecting language classes to simulated work experiences or to pre-employment training, as developed with Vancouver's Family Aide and Women-in-Training programs, appear to be techniques worth emulating.

Many working women find it very difficult to attend established language classes because of fatigue and family responsibilities. On-the-job language programs, in co-operation with employers, could provide a solution to this problem. Such programs have been attempted in Ontario, Manitoba, and British Columbia.

The value of home turoring programs should not be overlooked as a possible way to achieve language up-grading for some women.

Reasonably priced day-care and/or evening-care services would enable some mothers to attend established language or skill up-grading programs.

Women with professional or technical training need particular help to enable them to meet Canadian standards or to establish themselves in other fields which would then provide them with equal or near-equal status employment.

Some technological Institutes and Colleges need to provide intermediate language programs for women immigrant students who are enrolled or who wish to enroll in specific vocational or technical courses.

Some specialized language programming appears to be necessary for women of certain ethnic communities who may, for cultural reasons, prefer language programs in their own community setting.

Chapter Five ANALYSIS OF RESPONSES TO ESL PROGRAM ADMINISTRATOR'S QUESTIONNAIRES

Programs Involved

The administrators of 19 centres which teach English as a second language completed questionnaires about their programs. The questionnaire was designed to seek information from administrators which would indicate the relationship between their programs and the language needs of immigrant women.

The centres involved in this part of the study are:

Vancouver Community College - School Canadiana
Vancouver Community College - King Edward Campus
Alberta Vocational Centre - Edmonton
Edmonton Separate School Board - Continuing Education - ESL Branch
Metropolitan Toronto Separate School Board
Toronto Board of Education - Jones Avenue School
Welcome House, Toronto, Citizenship Language Classes
YWCA - Edmonton
Grant MacEwan Community College, Mill Woods Campus - Edmonton
Calgary Public Board of Education - English for New Canadian Housewives and English for Parents programs
YWCA - Calgary
Edmonton Public School Board - Continuing Education Services - ESL
International Centre - Winnipeg - Component A Reading & Writing
Component B Aural - Oral
Shirley Street Public School - Toronto - Working English Program
Bloor - Bathurst Language Project, Catholic Information Centre, Toronto
Protestant School Board of Greater Montreal - Evening ESL Programs Northmount, Rosemount, and Montreal High School
Faculty of Extension, University of Alberta, Edmonton
Wesley United Language Project - Toronto
George Brown College - ESL programs, Toronto

Student Counselling

The centres vary in the amount of background information that they gather from their students. By seeking extensive background information about their students, centres might be better able to plan programs which reflect student needs.

Varying kinds of counselling services are available at ten of the

centres. The problems of adjustment to life in a new country are often greater for a woman than for her husband or for her children. These difficulties may adversely affect her mastery of language skills. The advent of immigrants of refugee status increases the need for counselling services. Professional counselling services should be available at large centres and close ties should be established between community social service agencies and smaller language centres.

Student Placement

Only six of the centres have specific entrance requirements. Students at the majority of centres are tested formally or informally to determine their placement level. Sixteen centres do not attempt any grouping of their students according to language or ethnic background. One centre organizes pronunciation classes by language background. Another centre groups students according to ethnic background upon student request. Some teachers interviewed feel that a bilingual approach would be beneficial for students at the beginners level especially for discussions on Canadian culture. Other teachers feel that a bilingual approach tends to inhibit the development of facility in English.

Three centres group their students according to their degree of education because they feel that those students who have had more schooling progress at a faster rate than those who have had little or none at all. Students at most centres have education backgrounds which vary from a few years of primary schooling to university graduation.

Class Size and Attendance

Class size at the centres may vary from as few as three students to as many as 25 students. The opportunity for students to receive individual help or to have time for sufficient individual oral practise

is limited when there are large class enrollments.

Eleven centres indicated some seasonal fluctuation in attendance. Fourteen centres reported that attendance at language courses is related to their students' work schedules.

Program Offerings

Question 11, Appendix D, outlines in detail the various program offerings available at the centres. Relatively few of the centres offer programs geared exclusively for women; however, in a number of the day-time programs, women predominate. Courses may vary in duration from three to 40 weeks and students may meet once a week or every week day. The number of hours to complete a course may very from 20 to 400 hours. Some funded programs may only operate for a specific number of hours and with a set minimum number of students.

Section 25, Appendix D, details the primary objectives of the various centres. Fourteen centres concentrate on a basic survival language program; whereas five centres gear programs to meet employment and higher educational and professional requirements.

Curriculum Planning

Three distinctive modes of setting a syllabus were reported:

1) by committee meetings of teachers and administrators.
2) by an administrator/coordinator or by an individual teacher.
3) by following a commercial or government prepared syllabus.

The overall program designs vary according to the objectives of the various programs. Those institutions whose objectives are a basic functional knowledge of English designed their programs around daily needs and family-life situations. More complex programs developed elaborate designs to take the students from an elementary level of

competence to an advanced level of competence.

Teachers, administrators, or course directors prepare the specific materials to be used in the courses. In some instances, government branches supply the necessary materials.

Sixteen of the centres include Canadian culture in their programs in varying degrees. Eleven centres give some attention to citizenship training. Recent changes in requirements for citizenship may increase the demand for courses which prepare students for the citizenship exam.

Eleven centres indicated the percentage of commercial materials, of Canadian origin, used:

3 centres - 10%	5 centres - 75% - 90%
1 centre - 25%	1 centre - 100%
1 centre - 60%	

A variety of basic texts is used, with An Introduction to Canadian English by Carsten Martin, or the revised edition, being the most popular.

Teacher Qualifications

In response to the question on teacher qualifications, the results are as follows:

a) 11 administrators require their teachers to have some form of ESL training.

b) 5 administrators require their teachers to have a university degree.

c) 6 administrators require their teachers to have a teaching certificate.

d) Other administrators look for sensitivity, warmth, outgoingness, interest, and patience in their teachers.

Facilities

Only one of the centres is used exclusively for ESL instruction. Ten of the administrators feel that the facilities do not meet the needs of the various ESL programs or the needs of the students in these programs. Certain organizational and operational problems are created by the use of one classroom for more than one type of course.

1) ESL classes held in elementary schools do not have seating suitable for adults.
2) Materials must be constantly set up, then taken down after the class and taken out.
3) There are not enough classrooms.
4) The rooms are too small.
5) The acoustics are poor.
6) There are no separate rooms for use of tape recorders.
7) There is no access to audio-visual aids.
8) There is an institutional atmosphere which is not conducive to an informal type of program.

Day and/or evening care facilities for children are provided by 14 of the centres. Ten centres provide these services at no cost. Mothers and Pre-Schooler programs are dependent on the availability of child-care facilities. The paucity of such programs in Alberta and the cutbacks in the financing of such programs in British Columbia would seem to indicate that an important section of the immigrant population is not being provided with language learning opportunities.

Publicity

The most common modes of advertising programs are through newspapers, institutional brochures, and leaflets. Other avenues need to be explored

to reach those immigrants who do not receive information about the various programs.

Length of Operation

The provision of language programs for immigrants is, with a few exceptions, a recent phenomenon for those institutions who responded. The overall average for the number of years their programs have been in operation is 7.2 years.

Financial Support

Financial support for programs comes in some instances through joint agreements between Provincial Advanced Education and Manpower Departments (or their equivalents) and Federal Departments such as Canada Manpower and Immigration and Secretary of State. Other funding sources for programs come from other provincial government departments or from municipal jurisdictions. The degree of support will vary from province to province.

In Alberta these agreements, which are presently under review, have not generally provided for programs for immigrant mothers and their young children. Apart from teacher salaries and texts, the joint programs in Alberta have not taken into account other facets of language programming: in-service training, setting of standards for programs and personnel, research, evaluation of materials, supplementary materials, and the production of curricular materials to meet local needs.

Evaluation

Evaluation is achieved through teacher-made tests. The drop-out rates range from a low of 5% to a high of 30%. Reasons given for dropping-out of class are: personal illness or illness of children, family responsibilities, finding employment, inclement weather, moving,

having babies, job shift changes, and return to native country.

Administrator Reactions

Most of the administrators feel that their programs meet the needs of their students with these qualifications:

a) No classes are provided for illiterates.

b) Needs of slow learners are not met.

c) It is difficult to meet the language needs in four hours of class-time per week.

Nearly all administrators feel that there are many women who are not taking advantage of the ESL programs available for the following reasons:

a) Lack of information.

b) Lack of motivation in older women, especially those brought here to babysit.

c) Lack of commitment in general, with no encouragement from the family.

d) Distance of language centre from home is too great.

e) Too busy with housework and/or children.

f) Too tired at the end of a work day.

g) Too embarrassed about their lack of education to attempt to learn with others.

h) Those with low educational level do not see the need for language classes.

i) Cultural reasons: husbands do not want their wives to go out at night. (Many working women, however, could only attend ESL courses in the evening.)

Teacher Reactions

The following questions were answered by 52 teachers from centres in

six cities:

1) What learning problems have your women students brought to your attention?

Responses:

a) Lack of opportunity to practice the material taught in class.

b) Embarrassment in speaking English at home.

c) Lack of motivation by longtime residents accustomed to little communication requirements in the English language.

d) Lack of confidence.

e) Reluctance to ask questions in class.

f) Overprotection by adult males of the family.

2) Do you feel that your program meets the needs of your women students?

Responses:

Yes - 30 teachers; No - 9 teachers

a) Three or four hours of study per week is insufficient to achieve a satisfactory level of language competence.

b) Mere attendance at a class does not ensure use of the language outside of the classroom.

c) Because needs can vary so greatly, a compromise must be reached on what will be taught.

d) Those who responded 'yes' feel that their programs meet basic survival needs.

3) Does your program offer sufficient training for women to enter the labour force?

Responses:

Yes - 28 teachers; No - 13 teachers

Qualifications given by seven of the teachers who answered 'yes' were that their programs prepare women for menial jobs only (some of the students are already employed in menial jobs).

Comments:

a) The program is aimed at improving written skills only, therefore students would be able to get jobs if their verbal skills were adequate.

b) The program is not long enough to achieve this objective.

c) Classes do not proceed to a sufficient level.

d) Aim of the program is conversation only, not job preparation.

Summary

Although only a few of the programs are designed specifically for women, administrators and teachers generally feel that their programs adequately meet the needs of their women students. A few of them feel that time restrictions limit what can be accomplished. Those centres offering full-time programs appear better able to take their students to a higher level of language facility than is possible in those centres offering part-time programs.

Over half of the administrators feel that their facilities are inadequate in one way or another. The programs offered in many centres could be enhanced if they had the wherewithal to improve their facilities.

Sixteen of the nineteen administrators feel that there are many women who are not taking advantage of the language programs available. Section VII of this report suggests some of the reasons for non-participation by women in these programs and suggests alternate types of programs for some of these women. In Alberta and British Columbia there appears to be a need for a greater number of programs geared for mothers

and pre-schoolers as well as on-the-job type programs for women presently employed. In addition, pre-employment language and skill programs, in cooperation with potential employers, need to be provided for future labour force candidates. Tutorial and other types of programming need to be established for women who, for a variety of cultural reasons, are not able to participate in current programming.

Chapter Six

EXTENT TO WHICH ESL PROGRAMS MEET THE NEEDS OF IMMIGRANT WOMEN

The following thirty-seven socio-cultural, linguistic and skill items represent some of the needs which immigrants have as they endeavour to adapt successfully to the Canadian way of life. The items chosen were obtained through consultation with personnel involved with the problems of immigrant women and with the programming to meet these problems.

These needs were contrasted with program offerings at the various centres in order to determine to what extent the programs meet or do not meet the needs of women. It is to be fully appreciated that the majority of centres were not set up specifically with immigrant women in mind and therefore the sole purpose of the contrasting process is to determine whether or not other types of programming for women need to be explored.

The code of the various centres is to be found both on the page following the list of needs and in Appendix E. A check (✓) indicates that the ESL centre explicitly includes the particular item in its program. A blank ( ) indicates that the particular item is not explicitly included in its programs as far as can be determined from the information supplied. Many items which may not appear explicitly in programs may indeed be included, as many teachers and volunteers have considerable discretion in the area of programming for their students' needs.

It was not possible to contrast the needs and programs for centres bearing the code numbers 1, 2, 6, 9, 16, 17, and 19 as in some cases a complete syllabus was not available at the time of publication and in

other cases the centre's program was geared for students who were at an advanced stage of target language development.

Needs of Immigrant Women

I. SOCIO-CULTURAL

1. To meet and to socialize with others in a variety of settings.
2. To have pride in oneself and in one's native culture.
3. To be accepted by people of other cultures, especially by those of the dominant culture.
4. To be aware of women's roles and rights as they relate to the home, to the community, and to the work force.
5. To understand the values of the dominant culture.
6. To understand wife-husband relationships.
7. To understand child-rearing practices.
8. To understand the educational system.
9. To understand religious beliefs.
10. To understand the political and legal system.
11. To understand holidays and customs.
12. To become acquainted with foods and cuisine.
13. To become acquainted with the mode of dress.
14. To become acquainted with health practices and health problems.
15. To become acquainted with modes of recreation.
16. To become acquainted with the varying modes of accommodation.
17. To become acquainted with the function of the major institutions.
18. To become acquainted with the structure of the work force.
19. To become acquainted with the history of the target culture.
20. To become acquainted with the arts.
21. To become acquainted with address and courtesy patterns.

II. LINGUISTIC

22. To understand the target language.

23. To be able to speak the target language.

24. To be able to read the target language.

25. To be able to write the target language.

III. SKILL

26. The ability to obtain emergency service.

27. The ability to obtain regular medical, dental, and pharmaceutical services.

28. The ability to cope with major institutions such as hospitals, banks, and government departments.

29. The ability to understand and to complete a range of documents.

30. The ability to cope with children's educational institutions.

31. The ability to obtain employment and to be conversant with job rights and obligations.

32. The ability to manage household needs and tasks.

33. The ability to handle food and clothing needs of self and family.

34. The ability to employ safety precautions in varying situations.

35. The ability to obtain consumer goods and services within means.

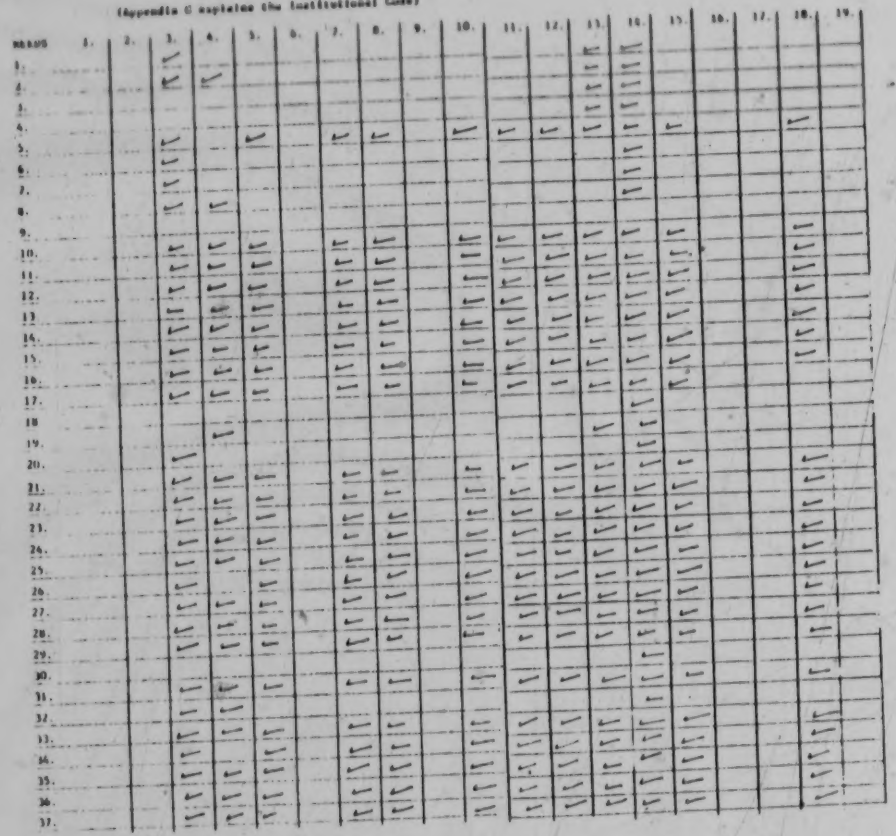
36. The ability to use variouw transportation services.

37. The ability to locate and participate in recreational activities for self and family.

INSTITUTION CODE NUMBER	INSTITUTION	CITY
1	Vancouver Community College - School Canadiana	Vancouver
2	Vancouver Community College - King Edward	Vancouver
3	Alberta Vocational Centre	Edmonton
4	Edmonton Separate School Board, Department of Continuing Education, ESL Branch	Edmonton
5	Metropolitan Separate School Board	Toronto
6	Toronto Board of Education	Toronto
7	Citizenship Language Classes-Welcome House	Toronto
8	Y. W. C. A.	Edmonton
9	Grant MacEwan Community College - Mill Woods	Edmonton
10	Calgary Public Board of Education	Calgary
11	Y. W. C. A.	Calgary
12	Edmonton Public School Board, Continuing Education Services	Edmonton
13A	International Centre-Evening School Division of Winnipeg S.D. /1 - spelling and reading program	Winnipeg
13B	International Centre - conversation program	Winnipeg
14	Working English Program - Shirley Street	Toronto
15	Bloor - Bathurst Language Project	Toronto
16	Protestant School Board of Greater Montreal	Montreal
17	Faculty of Extension, University of Alberta	Edmonton
18	Wesley United Language Project	Toronto
19	George Brown College	Toronto

INSTITUTIONS

(Appendix C explains the institutional Code)



INSTITUTION CODE NUMBER	INSTITUTION	CITY
1	Vancouver Community College - School Canadiana	Vancouver
2	Vancouver Community College - King Edward	Vancouver
3	Alberta Vocational Centres	Edmonton
4	Edmonton Separate School Board, Department of Continuing Education, ESL Branch	Edmonton
5	Metropolitan Separate School Board	Toronto
6	Toronto Board of Education	Toronto
7	Citizenship Language Classes-Welcome House	Toronto
8	Y. W. C. A.	Edmonton
9	Grant MacEwan Community College - Mill Woods	Edmonton
10	Calgary Public Board of Education	Calgary
11	Y. W. C. A.	Calgary
12	Edmonton Public School Board, Continuing Education Services	Edmonton
13A	International Centre-Evening School Division of Winnipeg S.D. /1 - spelling and reading program	Winnipeg
13B	International Centre - conversation program	Winnipeg
14	Working English Program - Shirley Street	Toronto
15	Bloor - Bathurst Language Project	Toronto
16	Protestant School Board of Greater Montreal	Montreal
17	Faculty of Extension, University of Alberta	Edmonton
18	Wesley United Language Project	Toronto
19	George Brown College	Toronto

Interpretation of Program Analysis

The majority of centres attempt to meet similar needs in their programming. Items 10-17, 21-29, and 33-37 are needs which are dealt with in varying depth in nearly all of the twelve centres. Needs which appear to require programming either by existing centres or by other agencies are as follows:

1. To meet and to socialize with others. Although most centres offer some degree of socialization, there appears to be a need for programming whereby women can meet with representatives of the dominant culture in formal and informal settings.

2. To have pride in one's native culture. A certain degree of self-acceptance is necessary for successful adaptation to life in a new country. Good counselling along with help from long-time residents representative of the various ethnic communities can help to fulfill the needs in this area.

3. To be accepted by people of other cultures, especially by members of the dominant culture. A feeling of being accepted by others is necessary for successful adaptation to the majority culture. In addition, community resources need to be tapped so that increased contact is established between New Canadians and members of the community at large to encourage this need for acceptance.

4. To be aware of women's roles and rights as they relate to the home, to the community, and to the work force. These are a complex set of needs which require programming. For women with little or no language facility help would be necessary in the form of bilingual instructors or aides in order to establish the depth of understanding required. Many different community agencies would need to be called upon as well.

5. - 9. are all areas in need of some form of special programming. Of particular concern is programming dealing with wife-husband relationships and child-rearing practises. Women who remain isolated in the home need help in coping with the stresses and strains which can arise in the contact of two differing cultures and through the different rates of adaptation by other members of the family.

19. - 20. To become acquainted with the history and the arts of the target culture. Although these may be areas more suitably introduced in more advanced stages of language development, much useful knowledge and appreciation of these areas may be effected at earlier stages with the aid of bilingual personnel.

30. The ability to cope with the educational institutions. As it is the mother who most frequently has to cope with school affairs, she is the one who needs help in understanding the functions of the particular schools that her children attend.

32. The ability to manage household needs and tasks. Women who come from rural backgrounds and very different cultural backgrounds need practical aid in coping with the many tasks connected with the home.

Summary

The contrasting of needs and programs highlights the fact that there are a number of areas in which women's needs are not being met in many of the programs as they presently exist. The in-depth interviews gave some indication that certain women are not served by the program offerings of some centres. There may be a need for other agencies to become involved in meeting the needs of some of these women. The centres which are organized specifically for women appear to be able to

meet the majority of the needs discussed and, thus, make a case for specific programming for some women.

Chapter Seven FINAL CONCLUSIONS AND RECOMMENDATIONS

This study attempts to examine the particular needs of non-working, under-employed, or unskilled immigrant women. The needs were investigated through means of in-depth interviews, a language interest survey of working women, a study of special projects for women, visits to ESL centres, and a number of questionnaires addressed to personnel in these centres.

Some of the major reasons keeping women from attending classes are the demands of full-time employment, child-rearing and other family responsibilities, poor self-image, lack of day care or baby-sitting facilities, and certain sociological and cultural factors.

Personnel from various agencies expressed particular concern in regard to women who are isolated in the home, and they stressed the need for programming to meet the particular problems facing these women. Representatives of various social agencies involved with family problems attested to some of the family stresses which occurred as a result of women being home. A deeply depressed wife can seriously disrupt the lives of both husband and children.

Women who are working at jobs below their capabilities suffer a loss of self-esteem; this sense of dissatisfaction carries over to the home situation as well.

The number of programs which have been piloted in an attempt to meet some of the needs of immigrant women are testimony that these needs can be met in a variety of ways.

The visits to the various ESL centres and the comparison of needs and programs further highlighted the necessity for providing certain

groups of women with specialized programming.

Recommendations

1. Language Training and On-the-job Training need to be closely linked in order to help those immigrant women who are unable to attend ESL classes outside of regular working hours. Cost-sharing agreements between government departments responsible for immigrant settlements and employers of immigrant women should be set up in order to facilitate the association of Job and Language Training. The latter component could be provided by using the expertise of established ESL centres.

2. Multi-lingual information programs should be set up so that immigrant women can be made aware of their rights as workers. In addition, they need to be made aware of what constitutes unhealthy, or unsatisfactory working conditions.

Government departments responsible for the maintenance of health and safety standards should give special attention to places where large numbers of immigrant women are employed.

3. More daytime classes with free day-care services should be made available for mothers of pre-school age children. Amendments to the Federal-Provincial Language Agreements have been suggested by Alberta Advanced Education officials requesting the inclusion of non-instructional support staff in ESL programs. This staff would provide the personnel other kinds of language programs for isolated women.

4. Programs should be established which offer language tutoring for women who are unaccustomed to leaving their homes because of cultural taboos or other circumstances. These programs should involve ESL teachers and/or trained volunteers. Such programs could be offered in conjunction with regional social-service agencies or by means of

out-reach/community-based programs.

5. More intensive, immersion-type language and orientation programs should be set up for future immigrant women as soon after their arrival in Canada as possible.

6. There should be wider publicity in many languages regarding the availability of language classes.

7. Bilingual language training classes should be established for specific ethnic groups (Italian, Portuguese, Lebanese and Korean) in cooperation with their respective church or ethnic organizations. These classes should be designed for women who have been resident in Canada for a considerable period of time, but who have not taken advantage of the current programs.

8. There is a need for setting up in Alberta well-organized, multi-service reception centres, modelled after those in Winnipeg and Toronto. At these centres, services essential to immigrants including language training could be coordinated.

9. The Alberta Department of Advanced Education should increase the scope of its English Second Language functions to include:

a) the setting of standards for ESL instructors.

b) the provision of in-service training programs.

c) the production of ESL instructional materials.

d) the evaluation of programs.

e) the research into new approaches to language learning.

f) the provision of opportunities for ESL teachers to meet and exchange ideas.

g) the grants for the improvement of ESL facilities where needed.

10. Closer ties should be established between professional, technical,

and trade associations and language training institutions in order to provide students with job-specific language instruction. Similarly, technical and trade schools should provide special language assistance to their immigrant students who have completed basic language training at ESL centres.

11. Educational backgrounds of students should be taken into consideration in setting up classes in order to gear class instruction to student needs.

12. The size of language classes should be limited so as to permit every student to have ample practice in speaking.

13. Established ESL centres should attempt where possible to vary their programming to meet the needs of their women students.

BIBLIOGRAPHY

Alberta Advanced Education and Manpower. Settlement Issues in Alberta: Discussion Paper. April, 1976.

Ashworth, Mary. Immigrant Children and Canadian Schools. Toronto: McClelland and Stewart, 1975.

Ashworth, Mary. An Investigation of Services Available to Immigrant Families in the Greater Vancouver Area. A Report Commissioned by Canada Manpower and Immigration, 1976.

Bird, Florence, et al. Royal Commission on the Status of Women in Canada. Ottawa: Information Canada, 1970.

Burns, Michael G. The Problem of Culture Shock to New Canadians Learning English. TESL Talk, 1971, 2, 17-21.

Centre for Spanish-Speaking Peoples: Annual Report. Toronto, 1976.

Chandler, S. B. Italo-Canadians Speak About Themselves. TESL Talk, 1973, 4, 2-3.

Citizenship Council of Manitoba Internation Centre: Annual Report. Winnipeg, 1976.

Croft, Kenneth, ed. Readings on English as a Second Language. Cambridge: Winthrop Pub. Inc., 1972.

Czerny, Robert E. The New Citizenship Act. TESL Talk, 1977, 8, 22-24.

Department of Advanced Education and Manpower, Province of Alberta. English As A Second Language: A Discussion Paper. Mimeo'd, Edmonton, 1976.

Department Secretary of State - Citizenship Council of Manitoba. Workshops IV, V, VIII : Viewpoints From the Women of China, India, and Poland. Minutes of Women's Workshops, Winnipeg, 1974-1975.

Donovan, Louise. Women-in-Training. Final Report, Vancouver: YMCA, 1977.

Elliston, Inez N. Developing a Parent Education Programme for New Canadians. TESL Talk, 1976, 7, 22-30.

Ferguson, Edith. Cultural Adjustment of Immigrants. TESL Talk, 1972, 3, 21-27.

Ferguson, Edith. Immigrants and Education (Reprint of a talk given May 1, 1975). Toronto: Ontario Ministry of Culture and Recreation, November 1976.

Finocchiaro, May, & Bonomo, Michael. The Foreign Language Learner. New York: Regents, 1973.

Fox, James, ed. Teaching English As a Second Language: a Methodology. Toronto: Ontario Citizenship Bureau, 1974.

Gardner, R. C. Attitudes and Motivation: Their Role in Second-Language Acquisition. TESOL Quarterly, 1968, 2, 141-150.

Hawkins, Freda. Canada and Immigration: Public Policy and Public Concern. Montreal and London: McGill-Queen's University Press, 1972.

Health and Welfare Canada. Status of Day Care in Canada. Ottawa, 1977.

Horowitz, M. (Chairman). Report of the Day Care Task Force to the Honourable W. Helen Hunley, Minister of Social Services and Community Health (Alberta). Edmonton, 1977.

Jacobson, Rodolfo. Cultural Linguistic Pluralism and the Problem of Motivation. TESOL Quarterly, 1971, 5, 265-283.

Jacobson, Rodolfo. The Teaching of English to Speakers of Other Languages and/or Dialects: An oversimplification. TESOL Quarterly, 1970, 4, 241-251.

Kapeols, George. The Rural Greek Immigrant. TESL Talk, 1974, 5, 1-13.

Laylin, Jan. ESL on the Job: The Jantzen Experience. Teal Occasional

Papers, Volume 1. B.C. Association of Teachers of English as an Additional Language, 1977, 25-33.

Lund, Brishkai. Evaluation of the English Language Training Programme for Immigrant Women Workers at Jantzen of Canada Limited. Final Report, Vancouver: The Department of Social Planning, City of Vancouver, 1976.

Manpower and Immigration. 1 Immigration Policy Perspectives, 2 The Immigration Program, 3 Immigration and Population Statistics, 4 Three Years in Canada (A report of the Canadian Immigration and Population Study). Ottawa: Information Canada 1974.

Manpower and Immigration. Canada Manpower and Immigration Review, Volume 10, 1977, 1.

Manpower and Immigration. Immigration '76. Quarterly statistics, 1976, Fourth Quarter.

Newsham, G. S. Teaching English as a Second Language in Canada. Unpublished Masters Thesis, The University of Alberta, 1969.

Papers on the Black Community, Chinese Community, East Indian Community, Greek Community, Italian Community, and the Portuguese Community. Toronto: Ontario Ministry of Culture and Recreation, 1976-1977.

Research Projects Group, Department of Manpower and Immigration. Recent Immigration to Alberta. Informal talk, Edmonton, March 22, 1977.

Richards, Jack C. Some Social Aspects of Language Learning. TESOL Quarterly, 1972, 6, 243-253.

Rigby, E., & Freedman, J. What are we Doing for Immigrant Mothers? TESL Talk, 1971, 2, 19-20.

Roessingh, Hetty. A Survey of T.E.O.S.O.L. Programs for Immigrants in Calgary. Unpublished Masters Thesis, University of Calgary, 1975.

Royal Commission on the Status of Women in Canada. See Bird, Florence, et al.

Scott, Rachel. A Wedding Man is Nicer than Cats, Miss. Great Britain: David and Charles: Newton Abbot, 1971.

Segal, Gary L. How to Immigrate into Canada. Vancouver-Toronto: International Self-Counsel Press Ltd., 1974.

Social Concerns Committee, Vancouver Status of Women. Immigrant Women in the Labor Force. Vancouver: YWCA, 1974.

Townsend, H. E. R. Immigrant Pupils in England: The L.E.A. Response. London: National Foundation for Educational Research, 1971.

Tsatos, E. The Greek Immigrant's Situation. TESL Talk, 1971, 1, 11-15.

Working Women: A Report to Secretary of State on the Research and Development Phase. Toronto, December, 1975.

Wong, Mei Lai, & Nan, Beverly. Chinese Women's Resource Project. Final Evaluation Report, Vancouver, 1976.

YWCA Report - See Social Concerns Committee, Vancouver Status of Women.

ERIC REPORTS

Brooks, Elva M. Project Open-Out: Adult Basic Education: Final Report. Office of Education (DHEW): Washington, D.C., July, 1975. ED 114 607.

Davidson, Edmonia W. Operation COPE: Family Learning Center Handbook with Mothers who are Heads of Households. National Council of Negro Women: Washington, D.C., 1975. ED 116 018.

Way, Max, & Moore, Sharon. Helping Adults Learn: A Handbook for Home Instruction Paraprofessionals in Adult Basic Education. Morehead State University, Kentucky. Appalachian Adult Education Centre: July, 1975. ED 112 153.

APPENDIX A

UNIVERSITY OF ALBERTA PROJECT LANGUAGE NEEDS OF IMMIGRANT WOMEN

I.D._____

Location_____

Status_____

Date_____

PERSONAL INTERVIEW QUESTIONNAIRE

1. Surname_____ Given Name_____

2. Address_____

3. Telephone Number_____

4. City_____ Province_____

5 Age:

18-20_____ 31-35_____ 46-50_____ 61 or over_____

21-25_____ 36-40_____ 51-55_____

26-30_____ 41-45_____ 56-60_____

6. Country of Birth_____

7. Religion_____

8. Marital status:

single_____ married_____ separated_____

divorced_____ widowed_____

9. How do you feel about being in Canada?(e.g. happy,sad etc.,)

_____

10. How do other members of your family feel about being in Canada? (identify the family members)

_____

_____

_____

_____

11. Who is finding it most difficult to adjust to life here and why?

_____

I.D. No._____

12 Number of children in the family_____

13 Ages of children_____

14. Do the children attend the local school? Yes____ No_____

If yes, are special ESL classes provided? Yes_____ No_____

15. A. What is your husband's present occupation?_____

B. What was your husband's occupation before coming to Canada?

_____

16. A. What is your mother tongue?_____

B. What other languages do you speak?_____

_____

17. Which other countries did you live in prior to coming to Canada?

_____

18. Why did you decide to emigrate?_____

_____

19. Why did you choose to come to Canada?_____

_____

20. How long have you been living in Canada?_____

21. What is your present status in Canda?

citizen_____ independent landed immigrant_____

independent landed immigrant(refugee)_____

sponsored immigrant_____

22. Have you lived in any other place in Canada? Yes___ No____

If yes, give details_____

23. Why did you choose to live in this city?_____

_____

24. Do you find Canadians friendly? Yes_____ No_____.

25. Do you have relatives living in this city? Yes____ No_____ .

26. Do you have friends from your own country living in this city?

Yes_____ No_____ .

27. Are you living in a community with fellow countrymen?

Yes_____ No_____.

28. How often are you able to meet with one another?

frequently_____ sometimes_____ rarely_____ never_____

29. Describe your educational background fully

_____

_____

_____

_____

_____

30. Did you like school? Yes_____ No_____

Explain_____

31. Did you study English in school? Yes_____ No_____

If yes, how many years did you study English?_____years

32. What have been some of the major problems in getting settled in this city?

_____

_____

_____

_____

I.D. No._____

33. Do you like to participate in recreational activities?

Yes_____ No_____

If yes, which ones?_____

_____

34. Do you have TV? Yes_____ No_____

If yes, how often do you watch it?_____

35. Which programs do you like to watch?_____

_____

36. Do you listen to the radio? Yes_____no_____

If yes, what programs do you like to listen to?_____

_____

37. Do you get a daily English newspaper? Yes____ No_____.

If yes, what sections do you prefer to read?_____

_____

38. Which other newspapers or magazines do you get?_____

_____

39. Do you speak English with your family? Yes_____No_____

If yes, explain when this takes place_____

_____

40 Do you plan to stay in Canada? Yes_____no_____

If no, explain why not_____

_____

I D no_____

5

QUESTIONS 41 - 54

THE POLLOWING QUESTIONS ARE TO BE ANSWERED BY WOMEN HO HAVE NEVER ATTENDED ENGLISH SECOND LANGUAGE CLASSES OR WHO HAVE HAD MINIMAL EXPOSURE TO AN ESL CLASS

41. Why haven't you been able to attend English classes?

_____

42. Would you like to be able to attend English classes? Yes_____ No_____

43. What would be the value of knowing English for you?_____

_____

44. Would you like information about ESL classes? Yes_____ No_____

45. If you started an ESL class but did not complete it, explain the circumstances.

_____

46. If you were to attend English classes, would they need to be near your home? Yes_____ No_____.

47. Would you require day-care or baby-sitting services? Yes_____ No_____

48. Would you attend classes given in your home or in a neighbour's home in preference to attending a program given in a school? Yes___ No_____

49. What time of day would be most convenient for you to attend classes? Morning_____ afternoon_____ evening_____.

50How often could you go to classes during the week? one_____two_____three_____four_____five_____times per week.

51. What ESL training has your husband had? (complete the response which applies)

He is attending classes now___where?_____

He has completed an ESL class___where?_____

He has never attended an ESL class____

52. Would your husband like you to go to classes? Yes____no_____

Explain_____

53. Would your husband prefer you to attend classes organized specifically for women and taught by a women teacher? Yes_____ no_____

54. Which area do you think you would be most interested in, if you were to register for a class?

speaking_____ reading_____ writing_____ listening_____culture_____

citizenship_____

I.D. no_____

6

QUESTIONS 55 - 65

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY WOMEN WHO ARE ATTENDING ENGLISH CLASSES

55. Which ESL centre are you attending?_____

56. Have you attended any English courses prior to this one?

Yes_____ No_____

If yes, tell which one you attended_____

57. What level of English class are you attending?

Beginning_____ Intermediate_____ Advanced_____ other_____

58. How did you find out about this class?

_____

59. What do you enjoy most about the class you are attending?

_____

_____

_____

60. What do you not enjoy about the class you are attending?

_____

_____

_____

61. Are you learning the kinds of things that you need? Yes__ No_____

Explain_____

62. Have you been able to attend most classes? Yes____ No_____

If no, explain_____

63. How long is each class?_____

64. How many times per week do you attend this class?_____times per week

65. What ESL training has your husband had? (check the response which applies)

He is attending classes now_____ (where?)_____

He has completed an ESL class_____ (where?)_____

He has never attended an ESL class_____

Questions 66-79 are to be answered by women who ARE WORKING

66. Why did you go to work?

_____

67. How did you get your job?

friends or relatives_____ want ads_____ Manpower_____ other_____

68. What has been the importance of Manpower to you?

_____

69. What type of work are you doing?_____

70. Where are you working?_____

71. How much do you earn?_____

72. Do you feel that you are getting a fair wage? Yes___ No_____.

If no, explain_____

73. Do you like the work you are doing? Yes_____ No_____ .

74. Were you employed in your home country. Yes____ No____.

If yes, what did you do?_____

75. Do you feel that your present job is making the best use of your skills and talents? Yes_____ No_____ .

If no, explain_____

76. Would you like to change your job? Yes_____ No_____ .

If yes, explain the type of job you would like_____

_____

77. Do you think that you would need to learn more English to be able to change your job? Yes_____ No_____ .

78. Do you think that you would need to learn new skills to be able to change your job? Yes_____ No_____ .

79. Would working and attending English classes present a problem to you and to your family? Yes_____ No_____ .

If yes, explain_____

QUESTIONS 80 -87

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY WOMEN WHO ARE NOT WORKING

80. Would you like to be able to obtain a job? Yes___ NO___.

Explain_____

81. Why would you like to work?_____

_____

82. When would you be able to start work?

_____

83. Did you work in your native country? Yes_____no_____.

If yes, what type of work did you do?_____

_____

84. Would you like a different type of work in this country?

Yes_____no_____

If yes, explain_____

85. Would you require retraining for this new job? Yes___ No_____

86 Do you have sufficient ability in English for this type of work? Yes_____No_____

87 Would your going to work present any problems for you or your family? Yes_____no_____

If yes, explain_____

Appendix B RESPONSES TO PERSONAL INTERVIEW QUESTIONNAIRES

City of residence:

Edmonton	117	71.7%	Vancouver	6	3.7%
Winnipeg	6	3.7%	Toronto	27	16.6%
Montreal	7	4.3%			

5. Age:

18-20	8	4.9%	41-45	17	10.4%
21-25	20	12.3%	46-50	8	4.9%
26-30	45	27.6%	51-55	3	1.8%
31-35	28	17.2%	56-60	5	3.1%
36-40	25	15.3%	61 or over	4	2.5%

Nationality:

Argentinean	2	1.2%	Portuguese	14	8.6%
Austrian	1	.6%	Romanian	2	1.2%
Chilean	17	10.4%	Russian	7	4.3%
Chinese	25	15.3%	Turkish	1	.6%
Ecuadorean	1	.6%	Vietnamese	7	4.3%
Filipino	4	2.5%	Syrian	1	.6%
Finnish	1	.6%	Cypriot	1	.6%
Greek	3	1.8%	Yugoslavian (Croatian)	4	2.5%
Indian (East)	5	3.1%	German	1	.6%
Italian	21	12.9%	Czech	5	3.1%
Japanese	5	3.1%	Iranian	1	.6%
Korean	13	8.0%	French	1	.6%
Lebanese	10	6.1%	Israeli	1	.6%
Mexican	1	.6%	Haitian	1	.6%
Polish	6	3.7%	Colombian	1	.6%

6. Country of birth:

Argentina	2	1.2%	Poland	6	3.7%
Austria	1	.6%	Portugal	14	8.6%
Chile	17	10.4%	Romania	1	1.2%
Hong Kong	6	3.7%	U.S.S.R.	7	4.3%
Taiwan	3	1.8%	Turkey	1	.6%
China	14	8.6%	Vietnam	7	4.3%
South Korea	14	8.6%	Syria	1	.6%
Ecuador	1	.6%	Cyprus	1	.6%
Malaysia	1	.6%	Yugoslavia	4	2.5%
Phillipines	4	2.5%	Germany	1	.6%
Finland	1	.6%	Czechoslovakia	5	3.1%
Greece	3	1.8%	Iran	1	.6%
India	5	3.1%	France	1	.6%
Italy	21	12.9%	Israel	1	.6%
Japan	5	3.1%	Haiti	1	.6%
Lebanon	10	6.1%	Colombia	1	.6%
Mexico	1	.6%			

7. Religion:

Catholic	85	52.1%	Protestant	20	12.3%
Moslem	11	6.7%	Buddhist	6	3.7%
Jewish	8	4.9%	Hindu, Sikh or Indian	5	3.1%
Other	5	3.1%	Greek Orthodox	2	1.2%
None	21	12.9%			

8. Marital Status:

Single	21	12.9%	Married	134	82.2%
Separated	2	1.2%	Divorced	3	1.8%
Widowed	3	1.8%			

9. Feelings about being in Canada:

Happy	127	77.9%	Sad	9	5.5%
Unsettled, homesick	14	8.6%	Indifferent	6	3.7%
Disappointed, frustrated	2	1.2%	No response	5	3.1%

10. How other members of the family feel about being in Canada:

Happy ----------	125	76.7%	Sad ----------	8	4.9%
Unsettled, homesick	10	6.1%	Indifferent ------	1	.6%
Disappointed, frustrated ----	1	.6%	No response ------	18	11.0%

11. Who finds it most difficult to adjust to life here:

Person interviewed	44	27.0%	Husband ----------	25	15.3%
Both husband and interviewee ---	10	6.1%	Children ---------	5	3.1%
No-one ----------	46	28.2%	Parents ----------	13	8.0%
			No response ------	20	12.3%

12. Number of children of non-single women:

1 child ---------	27	23.5%	2 children -------	34	29.6%
3 children ------	26	22.6%	4 children -------	9	7.8%
5 children ------	8	4.9%	6 children -------	6	5.7%
7 children ------	1	.9%	8 children -------	2	1.7%
9 children ------	1	.9%	13 children ------	1	.9%

These percentages are calculated for the 115 women who have children; 48 women do not have children.

13. Ages of children:

24 of the women (20.9%) with children have only pre-schoolers.
18 of the women (15.7%) with children have children over 18 only.
The remaining 73 women (63.4%) have children in school and/or pre-schoolers.

14A. Do the children attend the local school?

Yes ----------	69	No ----------	7

14B. If yes to 14A, are special ESL classes provided?

Yes ----------	17	24.6%	No ----------	32	46.4%
No response ---	20	29.0%			

15A. Husband's present occupation:

Labourer	23	17.2%	Tradesman	31	23.1%
Manager	7	5.2%	Clerk	6	4.5%
Technician	19	14.2%	Professional	14	10.4%
Other	19	14.2%	Unemployed	11	8.2%
Retired	1	.7%	No response	3	2.2%

These percentages are based on the 134 women who are married.

15B. Husband's occupation in home country:

Same	59	45.0%	Different	65	49.6%
No response	7	5.3%			

These percentages are based on the 131 women who answered question 15A.

16A. Mother tongue:

Spanish	22	13.5%	Vietnamese	7	4.3%
German	2	1.2%	Fukienese (Chinese)	1	.6%
Cantonese	19	11.7%	Chiao Chou (Chinese)	1	.6%
Tagalog	3	1.8%	Toishanese (Chinese)	1	.6%
Finnish	1	.6%	Visayan (Phillipines)	1	.6%
Greek	4	2.5%	Gujputi (Indian)	1	.6%
Hindi (Indian)	1	.6%	Punjabi (Indian)	2	1.2%
Italian	21	12.9%	Bengali (Indian)	1	.6%
Japanese	5	3.1%	Roumanian	1	.6%
Korean	14	8.6%	Croatian	4	2.5%
Arabic	11	6.7%	Slovak	5	3.1%
Polish	6	3.7%	Persian	1	.6%
Portuguese	14	8.6%	Mandarin (Chinese)	2	1.2%
Hungarian	1	.6%	French	2	1.2%
Russian	7	4.3%	Hebrew	1	.6%
Armenian	1	.6%			

16B. Other languages spoken:

No other language	96	58.9%	1 other language	43	26.4%
2 other languages	16	9.8%	3 other languages	2	1.2%
4 other languages	1	.6%	No response	4	2.5%
5 other languages	1	.6%			

17. Other countries inhabited prior to coming to Canada:

No other countries	116	71.2%	1 other country	41	25.2%
2 other countries	4	2.5%	3 other countries	1	.6%
No response -----	1	.6%			

18. Reason for emigration:

Political ------	37	22.7%	Political & economic	7	4.3%
Economic -------	40	24.5%	Family/friends ----	22	13.5%
Other ----------	48	29.4%	No response -------	9	5.5%

19. Reason for immigration choice of Canada:

Political ------	30	18.4%	Political & economic	6	3.7%
Economic -------	16	9.8%	Family/friends ----	57	35.0%
Other ----------	48	29.4%	No response -------	6	3.7%

20. Length of time resident in Canada:

1 year or less -	49	30.1%	2 years ----------	34	20.9%
3 years --------	15	9.2%	4 years ----------	8	4.9%
5 years --------	6	3.7%	6 years ----------	3	1.8%
7 years --------	4	2.5%	8 years ----------	10	6.1%
9 years --------	4	2.5%	10 years ---------	4	2.5%
12 years -------	4	2.5%	14 years ---------	1	.6%
15 years -------	1	.6%	more than 15 years	20	12.3%

21. Present status in Canada:

Citizen ----------	36	22.1%
Independent landed immigrant --------	57	35.0%
Independent landed immigrant (refugee)	15	9.2%
Sponsored immigrant ----------	50	30.7%
Other ----------	4	2.5%
No response ----------	1	.6%

22. Have you lived in any other place in Canada?

Yes ----------	30	18.4%	No ----------	133	81.6%

23. Why did you choose to live in this city?

Family/friends	72	44.2%	Job opportunity --	30	18.4%
Sent by immigration authorities	26	16.0%	Other ----------	30	18.4%
			No response ------	5	3.1%

24. Do you find Canadians friendly?

Yes ----------	127	77.9%	No ----------	22	13.5%
So-so ----------	13	8.0%	No response ------	1	.6%

25. Do you have relatives living in this city?

Yes ----------	101	62.0%	No ----------	60	36.8%
No response ----	2	1.2%			

26. Do you have friends from your own country living in this city?

Yes ----------	135	82.8%	No ----------	26	16.0%
No response ----	2	1.2%			

27. Are you living in a community with fellow countrymen?

Yes ----------	80	49.1%	No ----------	83	50.9%

28. How often are you able to meet with one another?

Frequently -----	72	44.2%	Sometimes --------	67	41.1%
Rarely ---------	20	12.3%	Never ----------	1	.6%
No response ----	3	1.8%			

29. Educational background:

No schooling ---	3	1.8%	1-3 years of school	5	3.1%
4-6 years ------	28	17.2%	7-9 years ---------	15	9.2%
10-11 years ----	15	9.2%	12 years ----------	35	21.5%
13-15 years ----	30	18.4%	More than 15 years	29	17.8%
No response ----	3	1.8%			

30. Did you like school?

Yes	147	90.2%	No	10	6.1%
No response	6	3.7%			

31A. Did you study English in school?

Yes	89	54.6%	No	71	43.6%
No response	3	1.8%			

31B. If yes to 31A, how many years did you study English?

1 year	9	10.1%	2 years	13	14.6%
3 years	14	15.7%	4 years	9	10.1%
5 years	3	3.4%	6 years	19	21.3%
7 years	4	4.5%	8 years	4	4.5%
9 years	1	1.1%	10 years	3	3.4%
11 years	1	1.1%	12 years	4	4.5%
No response	5	5.6%			

These percentages are based on the 89 women who studied English in school.

32. Major problems in getting settled in this city:

Language	92	56.4%	Employment	12	7.4%
Housing	6	3.7%	Weather	3	1.8%
Other	10	6.1%	No problems	37	22.7%
No response	3	1.8%			

33A. Do you like to participate in recreational activities?

Yes	116	71.2%	No	44	27.0%
No response	3	1.8%			

33B. If yes to 33A, which recreational activities?

Individual passive	26	22.4%	Sports-individual	23	19.8%
Camping or travel	7	6.0%	Passive & camping	2	1.7%
Sports-team	12	10.3%	Dancing, singing	18	15.5%
Sports-team and individual	12	10.3%	Most	3	2.6%
Organizations	5	4.3%	No response	8	6.9%

These percentages are based on the 116 women who answered yes to question 33A.

34A. Do you have TV?

Yes	155	95.1%	No	7	4.3%
No response	1	.6%			

34B. If yes to 34A, how often do you watch TV?

Never	4	2.6%	Up to 5 hours a week	48	31.0%
5-10 hrs. a week	10	12.9%	10-15 hrs. a week	12	7.7%
More than 15 hrs.	63	40.6%	No response	8	5.2%

35. Which programs do you like to watch on TV?

Movies	30	19.4%	News	15	9.7%
Quiz shows	2	1.3%	Family shows/soap operas	34	21.9%
Movies & news	13	8.4%			
All but news	18	11.6%	Sesame St., Electric Co.	6	3.9%
Concerts, opera	1	.6%	No response	18	11.6%
All	18	11.6%			

36A. Do you listen to the radio?

Yes	118	72.4%	No	43	26.4%
No response	2	1.2%			

36B. If yes to 36A, what programs do you listen to?

Music	53	44.9%	News	19	16.1%
Music & news	11	9.3%	Phone-in, talk	2	1.7%
Other	2	1.7%	Music, news& phone-in	12	10.2%
Ethnic	9	7.6%	Ethnic & news	1	1.7%
Ethnic & music	5	4.2%	No response	3	2.5%

37A. Do you get a daily English newspaper?

Yes	74	45.4%	No	84	51.5%
Week-ends	1	.6%	No response	4	2.5%

37B. If yes to 37A, what sections do you prefer to read?

News	17	22.7%	Want ads	5	6.7%
Advertising	9	12.0%	Local news	2	2.7%
All	25	33.3%	One section only	6	8.0%
No response	11	14.7%			

These percentages are based on the 75 women who get an English newspaper.

38. Which other newspapers or magazines do you get?

Other Canadian/American	36	22.1%
Other native language	51	31.3%
Both	17	10.4%
None or no answer	59	36.1%

39A. Do you speak English with your family?

Yes	56	34.4%	No	104	63.8%
No response	3	1.8%			

39B. If yes to 39A, explain when this takes place:

Anytime	23	41.1%	With the children	12	21.4%
Supper time	8	14.3%	After school	3	5.4%
With visitors	2	3.6%	Evening	1	1.8%
No response	7	12.5%			

40A. Do you plan to stay in Canada?

Yes	145	89.0%	No	15	9.2%
Not sure	1	.6%	No response	2	1.2%

40B. If no to 40A, explain why not:

Plan to return to home country	11	73.3%
Unhappy here, miss family	1	6.7%
Other	2	13.3%
No response	1	6.7%

ATTENDANCE AT ESL CLASSES IN CANADA:

Yes ----------	98	60.2%	No ----------	62	38.0%
No response ----	3	1.8%			

QUESTIONS 41 - 54 HAVE BEEN ANSWERED BY WOMEN WHO HAVE NEVER ATTENDED ENGLISH SECOND LANGUAGE CLASSES OR WHO HAVE HAD MINIMAL EXPOSURE TO AN ESL CLASS

41. Why haven't you been able to attend English classes?

Working --------	16	25.8%	Small children -----	14	22.6%
No time --------	12	19.4%	Both working and small children ---	2	3.2%
Other ----------	13	21.0%			
No response ----	5	8.0%			

42. Would you like to be able to attend English classes?

Yes ----------	50	80.5%	No ----------	11	17.7%
No response ----	1	1.6%			

43. What would be the value of knowing English for you?

Contact with Canadians ----------	22	44.0%
Better English language skills ----------	11	22.0%
Get a job, or a better job ----------	8	16.0%
All of the above ----------	2	4.0%
Communicate with children about school work	1	2.0%
No response ----------	6	12.0%

44. Would you like information about ESL classes?

Yes ----------	41	66.1%	No ----------	13	21.0%
No response ----	8	12.9%			

45. If you started an ESL class but did not complete it, explain the circumstances:

Got a job ------	4	Did not like it --	1
Too tired ------	2	Other ----------	5

46. If you were to attend English classes, would they need to be near your home?

Yes ---------- 39 No ---------- 14

47. Would you require day-care or baby-sitting services?

Yes ---------- 19 35.2% No ---------- 35 64.8%

48. Would you attend classes given in your home, or in a neighbour's home in preference to attending a program given in a school?

Yes ---------- 40 No ---------- 12

49. What time of day would be most convenient for you to attend classes?

Morning -------- 8 Afternoon ---------- 14
Evening -------- 32

50. How often could you go to classes during the week?

Once a week ------ 4 7.3% Twice a week ------ 26 47.3%
3 times a week --- 11 20.0% 4 times a week ---- 4 7.3%
5 times a week --- 10 18.2%

51. What ESL training has your husband had?

He has never attended an ESL class	29	58.0%
He has completed an ESL class ----	15	30.0%
He is attending classes now ------	3	6.0%
He attended classes but quit -----	3	6.0%

52. Would your husband like you to go to classes?

Yes ---------- 28 70% No ---------- 12 30%

53. Would your husband prefer you to attend classes organized specifically for women and taught by a women teacher?

Yes ---------- 10 21.3% No ---------- 37 78.7%

54. Which area do you think you would be most interested in, if you were to register for a class?

Speaking	45	Writing	31
Reading	26	Listening	23
Culture	17	Citizenship	14

QUESTIONS 55 - 65 HAVE BEEN ANSWERED BY WOMEN WHO ARE ATTENDING ENGLISH CLASSES - TOTAL IS 98

55. Which ESL centre are you attending?

AVC	13	Alberta College	4
Grant MacEwan	5	Victoria Composite	16
Sacred Heart	5	University Extension	8
Other	35	Welcome House (Toronto)	11

56A. Have you attended any English courses prior to this one?

Yes	42	42.9%	No	52	53.1%
No response	4	4.0%			

56B. If yes to 56A, tell which one you attended:

AVC	9	Alberta College	4
Sacred Heart	4	Victoria Composite	2
University Extension	1	Alex Taylor	1
Other	18	Welcome House (Toronto)	1

57. What level of English class are you attending?

Beginning	29	29.6%	Intermediate	33	33.7%
Advanced	27	27.6%	Other	5	5.1%
No response	4	4.1%			

58. How did you find out about this class?

Friend or family	40	40.8%	Manpower/immigration	22	22.4%
Advertisement	11	11.2%	Referred by other school	10	10.2%
Religious officials	2	2.0%			
No response	13	13.3%			

59. What do you enjoy most about the class you are attending?

Teacher --------	18	18.4%	Conversation -----	27	27.6%
A combination --	9	9.2%	Meeting people ---	7	7.1%
Reading --------	5	5.1%	Pronunciation lessons	3	3.1%
Hearing English spoken well --	2	2.0%	Other ----------	2	2.0%
			No response ------	25	25.5%

60. What do you not enjoy about the class you are attending?

Nothing --------	34	34.7%	Not enough conversation	4	4.0%
Not enough writing	2	2.0%	Class is too large ---	2	2.0%
Other ----------	4	4.0%	Teacher's pronunciation	2	2.0%
No response ----	50	51.0%			

61A. Are you learning the kinds of things that you need?

Yes ----------	72	73.5%	No ----------	10	10.2%
No response ----	16	16.3%			

61B. Explain 61A:

I am learning better English ----------	14	17.1%
Yes - grammar and vocabulary ----------	3	3.7%
Yes - helpful in coping with living in Canada -	2	2.4%
Yes - because only English is spoken ----------	1	1.2%
No - too much grammar ----------	2	2.4%
No - writing, spelling ----------	1	1.2%
No - need stress on listening ability ---------	1	1.2%
No - need to learn technical language ---------	1	1.2%
No response (of those who answered 61A) -------	57	69.5%

62A. Have you been able to attend most classes?

Yes ----------	82	83.7%	No ----------	5	5.1%
No response ----	11	11.2%			

62B. If no to 62A, explain:

Children sick ----------	2	40%
Need day care for children	1	20%
No response ----------	2	40%

63. How long is each class? (in hours per day)

1 1/2 hours ----	1	1.0%	1 3/4 hours -----	5	5.1%
2 hours --------	45	45.9%	2 1/4 hours -----	3	3.1%
2 1/2 hours ----	10	10.2%	2-5 hours -------	8	8.2%
5 hours --------	13	13.3%	8 hours ---------	1	1.0%
No response ----	22	22.4%			

64. How many times per week do you attend this class?

Twice a week ---	21	21.4%	3 times a week ---	16	16.3%
4 times a week -	24	24.5%	5 times a week ---	30	30.6%
No response ----	7	7.1%			

65. What ESL training has your husband had?

He has never attended an ESL class ---	32	47.1%
He has completed an ESL class --------	19	27.9%
He is attending classes now ----------	10	14.7%
He attended classes but quit ---------	5	7.4%
He studied at English speaking schools	2	2.9%

WOMEN WHO ARE WORKING	74	45.4%
WOMEN WHO ARE NOT WORKING	89	54.6%

QUESTIONS 66 - 79 HAVE BEEN ANSWERED BY WOMEN WHO ARE WORKING

66. Why did you go to work?

Economic necessity ----------	57	77.0%
Bored at home ----------	5	6.8%
Economic necessity and bored at home -----	7	9.5%
Bored at home and wanted to use my training	1	1.3%
To learn English and meet people ----------	1	1.3%
No response ----------	3	4.1%

67. How did you get your job?

Friends or relatives	44	59.5%	Want ads ---------	6	8.1%
Manpower ----------	5	6.8%	Other ----------	17	22.8%
No response -------	2	2.7%			

68. What has been the importance of Manpower to you?

No importance --	46	62.2%	A little --------	7	9.5%
A lot ----------	9	12.2%	No response -----	12	16.2%

69. What type of work are you doing?

Menial ---------	20	27.0%	Garment sewing ---	19	25.7%
Cleaning -------	13	17.6%	Trained, skilled -	11	14.9%
Cashier, clerk teacher's aide	9	12.2%	In own business --	1	1.3%
			No response	1	1.3%

70. (Answers not reproduced here. Merely list places of employment).

71. Salary:

$3.00 an hour or less	8	10.8%	$3.25 - $3.49 ----	20	27.0%
$3.50 - $3.99 ------	5	6.8%	$4.00 - $4.49 ----	16	21.6%
$4.50 - $4.99 ------	5	6.8%	$5.00 and up -----	7	9.5%
No response --------	13	17.6%			

72A. Do you feel that you are getting a fair wage?

Yes ----------	49	66.2%	No ----------	17	23.0%
No response ----	8	10.8%			

72B. If no to 72A, explain:

Work is very difficult ----------	4	23.5%
Men get more ----------	1	5.9%
Get less pay, but do same work as a professional who has certification in Canada ----------	1	5.9%
Inflation and lack of wage contr is in other areas	1	5.9%
Not high enough ----------	2	11.8%
Everybody earns that, but it is not enough ---------	1	5.9%
$4.00 would be fair, not enough (earns $3.36 per hr.)	1	5.9%
Has "lot of experience" and it's not enough -------	1	5.9%
No response ----------	5	29.4%

73. Do you like the work you are doing?

Yes	58	78.4%	No	14	18.9%
No response	2	2.7%			

74A. Were you employed in your home country?

Yes	48	64.9%	No	26	35.1%

74B. Employment in home country:

Trained, skilled	17	35.4%	Professional	10	20.8%
Sewing	7	14.6%	Clerical	4	8.3%
In own business	3	6.3%	Menial	3	6.3%
Factory worker	2	4.2%	No response	2	4.2%

75A. Do you feel that your present job is making the best use of your skills and talents?

Yes	32	43.2%	No	35	47.3%
No response	7	9.5%			

75B. If no to 75A, explain:

Professional training and experience	9	25.7%
Present job requires no skills	5	14.3%
Work for the money - job is dull	4	11.4%
Technical training and experience	2	5.7%
Need better English	1	2.9%
Health prevents taking a strenuous job	1	2.9%
No response	13	37.0%

76A. Would you like to change your job?

Yes	34	45.9%	No	34	45.9%
No response	6	8.1%			

76B. If yes to 76A, explain the type of job you would like:

Same job as trained for -----	16	47.1%
New job requiring training --	10	29.4%
New job requiring no training	3	8.8%
Do not know ----------	1	2.9%
No response ----------	4	11.8%

77. Do you think that you would need to learn more English to be able to change your job?

Yes ----------	51	68.9%	No ----------	11	14.9%
No response -----	12	16.2%			

78. Do you think that you would need to learn new skills to be able to change your job?

Yes ----------	33	44.6%	No ----------	26	35.1%
No response ----	15	20.3%			

79A. Would working and attending English classes present a problem to you and to your family?

Yes ----------	21	28.4%	No ----------	44	59.5%
No response ----	9	12.2%			

79B. If yes to 79A, explain:

Need child care ----------	8	38.1%
Very tired ----------	4	19.0%
Difficult to do homework while working ----------	2	9.5%
Except day time job would help ----------	1	4.8%
Easier with parents here; 4 times a week is very difficult ----------	1	4.8%
Inconvenient to go to work, go to school, and raise a family ----------	1	4.8%
Time is hard to arrange (is employed as a nurse) --	1	4.8%
Would have to attend evening classes as works during the day. Prefer not to go out at night. --------	1	4.8%
No response ----------	2	9.5%

QUESTIONS 80 - 87 HAVE BEEN ANSWERED BY WOMEN WHO ARE NOT WORKING: 89

80. Would you like to be able to obtain a job?

Yes	74	83.1%	No	15	16.9%

81. Why would you like to work?

Economic	27	36.5%
Boredom; sulf-fulfillment	20	27.0%
Use skill and/or training	11	14.9%
Economic and boredom	5	6.8%
All of the above reasons	3	4.1%
Experience	2	2.7%
To learn more English	2	2.7%
To achieve independence; responsibility	2	2.7%
No response	2	2.7%

82. When would you be able to start work?

Immediately	35	47.3%
When my children are old enough	16	21.6%
When my English is sufficient	13	17.6%
When I get my legal immigration papers	2	2.7%
One year	2	2.7%
Four or five years	1	1.4%
When I finish the bookkeeping course	1	1.4%
As soon as I upgrade my knowledge to the level of dentistry in Canada	1	1.4%
It depends on my baby sitter	1	1.4%
No response	2	2.7%

83A. Did you work in your native country?

Yes	55	61.8%	No	30	33.7%
No response	4	4.5%			

83B. If yes to 83A, what type of work did you do?

Trained, skilled	27	49.1%	Professional	16	29.1%
Menial	4	7.3%	Sewing	4	7.3%
Clerical	3	5.5%	Telephone operator	1	1.8%

84A. Would you like a different type of work in this country?

Yes	27	49.1%	No	25	45.4%
No response	3	5.5%			

84B. If yes to 84A, explain:

New experience	10	37.0%
My English is insufficient for previous job	6	22.2%
Previous job was too menial	2	7.4%
To earn more money	1	3.7%
Anything	1	3.7%
No response	7	25.9%

85. Would you require retraining for this new job?

Yes	32	58.2%	No	23	41.8%

86. Do you have sufficient ability in English for this type of work?

Yes	22	40.0%	No	30	54.5%
No response	3	5.5%			

87A. Would your going to work present any problems for you or your family?

Yes	24	27.0%	No	51	57.3%
No response	14	15.7%			

87B. If yes to 87A, explain:

Need child care	18	75.0%
Could not do own housework	2	8.3%
Did not like working conditions for immigrants	1	4.2%
I am babysitting my grandson	1	4.2%
No response	2	8.3%

Appendix C EVALUATIVE CRITERIA

PHYSICAL FACILITIES

1. Are classes held at centres close to where the students live?
2. Are adequate facilities available for registration, testing and classification of students?
3. Are there suitable facilities for day-care and/or evening-care on the premises or nearby?
4. Are the classrooms suitable for language learning activities:
   a) adequate size?
   b) suitably decorated?
   c) adequate acoustics?
   d) moveable desks, tables and chairs which are suitable for adult usage?
   e) adequate blackboard and bulletin space?
   f) adequate storage and filing facilities?
   g) adaptable for using audio-visual equipment?
5. Is audio-visual equipment easily available?
6. Are films, filmstrips, etc., easily obtainable?
7. Are there facilities available for students to do individual practice with tapes?
8. Are areas available for some individualization of instruction?
9. Are there facilities to permit students to socialize?

TEACHING STAFF

1. Do staff members have an appreciation of the language and cultural backgrounds of their students?
2. Have staff members had an adequate teacher training program with emphasis on ESL methodology?
3. Do staff members keep up to date on what is happening in ESL programming?
4. Do staff members use a variety of aids in lesson presentation?
5. Do staff members serve as satisfactory models of the language?
6. Do staff members know how to deal with student language difficulties?

MATERIALS (texts, workbooks, tapes, recordings, films, photographs, artifacts, etc.)

1. Are materials used which are related to student needs, interest, and age?
2. Are materials used from one level to the other integrated?
3. Are materials available to deal with some individual differences?
4. Are Canadian materials used?
5. Are materials used to introduce elements of Canadian culture?
6. Are materials used to contrast Canadian culture with the various cultural backgrounds of the students?
7. Do materials used reflect up-to-date approaches to language learning?

METHODS OF INSTRUCTION

1. Is emphasis given to student language performance?
2. Is emphasis given to developing an understanding of the Canadian way of life?
3. Do lessons contain a variety of activities?
4. Do classes go on field trips?
5. Are guest speakers brought in to deal with varying problems which affect immigrants? (consumer education, health and nutrition, etc.)
6. Are a variety of audio-visual aids employed?
7. Are the objectives of the lessons clearly delineated and reflected in what occurs during the presentation of the lessons?
8. Is there provision for some individualization of instruction?
9. Are there opportunities to meet with native speakers in informal situations?

ORGANIZATION

1. Are there a variety of course offerings available to meet varying student needs?
2. Is there a proper scope and sequence to course offerings?
3. Is the scheduling of courses flexible enough to meet the varying work or home schedules of students?
4. Are class enrollments small enough to permit an adequate amount of student participation?
5. Is there a coordinator for centres which have a large number of classes?
6. Do staff members have time to adequately organize, plan, and

evaluate the program?

7. Is there an adequate syllabus which outlines the program offerings?

8. Is there provision for individual tutoring of students having difficulties?

I.D. no._____
Date_____

Appendix D UNIVERSITY OF ALBERTA PROJECT LANGUAGE NEEDS OF IMMIGRANT WOMEN

ESL PROGRAM ADMINISTRATOR QUESTIONNAIRE

1. Name of institution or organization_____

2. Address_____

3. City_____ Province_____

4. Name of program administrator _____

5. Address (if different from item 2)_____

6. Phone no._____

7. A. Number of full-time teachers _____

   B. Number of part-time teachers_____

   C. Number of volunteer teachers_____

   D. Number of classroom aides or teacher assistants _____

   E. Other personnel directly involved with programs (e.g. consultants, co-ordinators etc.) please state titles and numbers involved)

   _____

   _____

   _____

   _____

   _____

   F. What qualities and training do you require of your ESL teachers?

_____

8. Number of years programs have been offered _____

9. How are programs advertised?_____

10. How are programs financed apart from student fees? (which agencies contribute funds, amount of grant per student, how long are grants valid for)

AGENCY	AMOUNT	DURATION OF GRANT

I.D. no._____

(PLEASE ATTACH ANY BROCHURES OR INFORMATION BOOKLETS TO THE QUESTIONNAIRE. KINDLY FILL IN ONLY THAT INFORMATION WHICH DOES NOT APPEAR IN YOUR BROCHURES.)

11. List programs offered specifically for women (if any) first, then list programs made up of men and women

NAME OF COURSES AND/OR PROGRAMS	FEES	WHEN OFFERED TIME OF DAY AND SEASON	TOTAL HOURS REQUIRED TO COMPLETE COURSE	NUMBER OF TIMES CLASS MEETS PER WEEK	NUMBER OF WEEKS COURSE LASTS

12. Are day-care facilites available at any of the centres?
Yes_____ No_____.

If yes, what is the cost of this care?_____

Are evening-care facilities available at any of the centres?
Yes_____ No_____

If yes, what is the cost of this care?_____

13. What kind of information is gathered from students and recorded on files?

_____

_____

14. Are counselling services available? Yes_____ No_____

15. Do any of the programs have specific entrance requirements?
Yes_____ No_____

If yes, elaborate_____

_____

_____

_____

16. How are students classified for the various levels of courses upon entering your ESL programs?

_____

_____

17. Is there any attempt to group students according to ethnic or language background , or according to educational background

Yes_____ No_____

If yes, explain_____

_____

18. What is the total enrollment in the programs?

_____men,_____women, total_____

19. What is the predominant age group of women enrolled in the programs? _____

20. What is the range of educational background of the women students? Which level of education predominates?

_____

_____

21 What is the average number of students per class?_____

22. Does enrollment vary seasonally ? Yes_____ No_____

If yes, explain_____

23. Does the time of day of the course offering have an effect on enrollments? Yes_____ No_____

If yes, explain_____

24. Which ethnic communities are predominant in the current programs?

_____

25. What are the primary objectives of the various course offerings?

_____

_____

_____

_____

26. How was the syllabus for the courses derived?

_____

_____

_____

27 Describe the over-all course or program design

28 If commercially developed courses are not used, how are the materials for the courses prepared?

29. Is Canadian culture a component of any of the programs? Yes___ No____
If yes, explain

30. Is citizenship training a component of the programs? Yes___ No_____

If yes, elaborate

31. If commercially prepared materials are used, how much of the material originates in Canada?

_____ % .

32. What are some of the basic texts used in the programs ?

TITLE _____

AUTHOR _____

PUBLISHER _____

LEVEL _____

TITLE _____

AUTHOR _____

PUBLISHER _____

LEVEL _____

TITLE _____

AUTHOR _____

PUBLISHER _____

LEVEL _____

TITLE _____

AUTHOR _____

PUBLISHER _____

LEVEL _____

33. Are the plant facilities used exclusively for ESL classes? 7

Yes_____ No_____ .

If no, what other use is made of them?_____

_____

34. Do you feel that the facilities meet the needs of the various ESL Programs and the needs of the students in those programs?

Yes_____ No_____

If no, elaborate on improvements needed_____

_____

_____

35. Describe the evaluation procedures used

_____

_____

_____

_____

36. What is the percentage of student drop outs and what are some of the reasons for these drop-outs?

_____

_____

37. Do you feel your programs meet the needs of your women students?
Yes_____ No_____

If no, what needs should be met?_____

_____

38. Are you aware of any other centres in your city which offer specific language and/or job preparation training for immigrant women? Yes_____ No_____

If yes, elaborate_____

_____

39. Do you feel that there are many women in your city who are not taking advantage of the English second language programs available?
Yes_____ No_____

If yes elaborate_____

_____

Appendix E RESPONSES TO ESL PROGRAM ADMINISTRATOR QUESTIONNAIRES

INSTITUTION CODE NUMBER	INSTITUTION	CITY
1	Vancouver Community College - School Canadiana	Vancouver
2	Vancouver Community College - King Edward	Vancouver
3	Alberta Vocational Centre	Edmonton
4	Edmonton Separate School Board, Department of Continuing Education, ESL Branch	Edmonton
5	Metropolitan Separate School Board	Toronto
6	Toronto Board of Education	Toronto
7	Citizenship Language Classes - Welcome House	Toronto
8	Y. W. C. A.	Edmonton
9	Grant MacEwan Community College - Mill Woods	Edmonton
10	Calgary Public Board of Education	Calgary
11	Y. W. C. A.	Calgary
12	Edmonton Public School Board, Continuing Education Services	Edmonton
13A	International Centre - Evening School Division of Winnipeg S. D. 1 - spelling and reading program	Winnipeg
13B	International Centre - conversation program	Winnipeg
14	Working English Program - Shirley Street	Toronto
15	Bloor-Bathurst Language Project	Toronto
16	Protestant School Board of Greater Montreal	Montreal
17	Faculty of Extension, University of Alberta	Edmonton
18	Wesley United Language Project	Toronto
19	George Brown College	Toronto

NUMBER OF:

Code No.	A Full-Time Teachers	B Part-Time Teachers	C Volunteer Teachers	D Classroom Aides or Teacher Assistants	E Other Personnel Directly Involved with Programs
1	3	7	--	--	1 Department Head
2	--	--	varies with program	2 program assistants	2 Assistant Dep't Heads 10 Co-ordinators
3	6	10	--	1	1 Senior Instructor
4	--	54	--	--	1 Co-ordinator 3 Sub-administrators
5	94	89	--	10	1 Co-ordinator, 1 Resource Teacher, 2 Supervising Principals
6	18	1	--	--	1 Co-ordinator
7	7	up to 12	2-3	--	1 Registrar
8	--	1	1	--	
9	--	3	--	--	1 Co-ordinator
10	--	2	16	--	1 Co-ordinator
11	--	7	90	7	1 Director, 1 Clerical Assistant
12	--	varies-is now 22	--	--	Partial use of Consultant
13A	--	9	8	--	1 Consultant
13B	--	11	4	2	1 Consultant
14	--	2	--	1	1 Co-ordinator/Teacher 1 Nursery Supervisor 1 Nursery Assistant
15	--	--	7	--	1 Nursery Supervisor Volunteers
16	--	24	--	--	Individual Centre Administrators, Personnel Support
17	1	16	--	--	1 Typist
18	--	--	7	--	1 Adult Supervisor, 1 Nursery Supervisor
19	71	--	--	--	3 Co-ordinators

7. What qualities and training do you require of your ESL teachers?

1. An acceptable course in second language methodology.

2. University degree, specific method courses in ESL

3. University degree or teaching certificate, courses in linguistics and/or second language methodology. Right kind of person for our clients and our teaching situation.

4. Some ESL grad courses - internal courses, successful intro session

5. Recognized teaching certificate & 1 Ministry ESL course

6. Ontario teaching certificate, ESL certificate, sensitive teacher

7. Special ESL course, qualities: devotion, intelligence, sensitivity, linguistic and cultural awareness

8. Personality, understanding of immigrant problems, experience of living elsewhere

9. University education and experience teaching ESL or foreign language

10. Volunteers: clear unaccented voice, interest.
Professional teachers: degree plus experience in ESL

11. --

12. Advanced Education and Canada Manpower requirements

13A. Teaching certificate, aptitude, flexibility, ability to relate to ESL students

13B. Elementary teaching experience

14. Teaching certificate, interest in working with adult non-English speaking Canadians

15. Warm out-going personality, patience

16. Minimum 20 hour training session, ability to get down to level of students

17. Experience, personality, university degree, and preferabley TESL training

18. Sensitivity, ability to communicate, warmth

19. Our own TESL certificate or equivalent and relevant B.A.

8. Number of years programs have been offered:

1. 7
2. about 10
3. Full-time: many years; piecemeal continuing education: 5 years; continuing education program: 1 year
4. 3
5. --
6. 15
7. --
8. 3 with present incumbent
9. 2
10. 9
11. since 1911 - off and on
12. many - perhaps 20

13A. 7

13B. 8

14. 5
15. 10
16. 3
17. 4
18. 5
19. approximately 10

9. How are programs advertised?

	NEWSPAPERS ETHNIC; CND'N		RADIO	INSTITUT'L BROCHURES	LEAFLET	WORD OF MOUTH	OTHER
1.	yes	yes	yes	yes	---	90%	
2.	yes	yes	---	yes	yes	---	
3.	---	---	---	---	---	yes	referral
4.	yes	yes	---	yes	yes	---	Immigration and Manpower
5.	yes	---	---	---	yes	---	
6.	yes	yes	multi-ling.	---	---	---	
7.	not advertixed						
8.	---	---	---	yes	---	yes	posters
9.	practically unadvertised						
10.	---	yes	---	yes	yes	yes	Manpower
11.	not advertised						
12.	---	yes	---	yes	yes	---	mailings to Consulates
13A.	---	yes	---	yes	---	---	press releases
13B.	yes	yes	&TV	yes	---	yes	press releases
14.	yes	---	&TV	yes	yes	---	announcements and door-to-door
15.	---	---	---	---	yes	---	local schools, churches, stores
16.	---	yes	---	---	---	---	
17.	---	yes	---	yes	---	yes	
18.	---	---	---	---	yes	---	churches, clinics
19.	---	yes	---	---	---	---	

10. How are programs financed apart from student fees?

	AGENCY	AMOUNT	DURATION
1.	no response	---	---
2.	Citizenship Trust Fund B.C. Government Vocational Funds	$1,200,000 860,000	Ongoing yearly budget Ongoing yearly budget
3.	Advanced Education and Manpower Agreements	---	---
4.	Advanced Education and Manpower Agreements	textbook agreement & $14.00 per hour of instruction	---
5.	Government	80%	yearly
6.	Metro./ Pro./ Federal	---	---
7.	Ontario Government	---	---
8.	Secretary of State	Books	---
9.	Advanced Education and Manpower	$14.00 per hour/ 8 students	---
10.	no response		
11.	Alberta Advanced Education and Manpower; Canada Manpower & Immigration	$12,130 & $12,600 respectively	1 year for each
12.	Advanced Education	$14.00 per hour	---
13A.	Winnipeg School Division 1	pays all teachers	---
13B.	Winnipeg School Division 1	pays all teachers at night school rates	---
14.	Toronto Board of Education Ontario Ministry of Culture & Recreation LIP Grant	pays instructors pays Nursery Supervisor pays Nursery & Classroom Assistants	--- --- ---
15.	Ontario Government (Ministry of Culture and Recreation)	$800.00 (includes funding for Nursery	September - June
16.	Provincial Government	funds the entire program	---
17.	EACER (Advanced Education)	$14.00 per hour	length of course (ten weeks)
18.	Toronto Board of Education Citizenship Branch	---	---
19.	Manpower - Ontario Gov't.	70% of students	

11. NAME OF COURSES AND/OR PROGRAMS	FEES	WHEN OFFERED: TIME OF DAY AND SEASON	TOTAL HOURS REQ'D TO COMPLETE COURSE	NUMBER OF TIMES CLASS MEETS PER WK	NUMBER OF WEEKS COURSES LAST
1. E.L.T. Beginners I - IV	$20	8:30 - 10:30 A.M. 10:30 - 12:30	80 hours	5	8 weeks
E.L.T. (as above)	$10	7:00 - 9:30 P.M.	40 hours	2	8 weeks
2. E.L.T. Manpower	---	2 shifts of 6 hrs.	6 hrs. for 5 mos.	5	21 weeks
E.L.T. Part Time	15 per mo.	4 shifts	ongoing	5 days - 3 hrs. each	continuous intake
E.L.T. Night School	15 per mo.	(2½ hrs.-nights)	ongoing	2 or 4 nights	terms of 12 weeks
School Canadiana	15 per mo.	3 shifts (2½ hrs)	ongoing	2 or 4 nights	continuous enrollment
English 098/-99	$100 per term	daily - 2 times	5 hrs. per day	daily - 2 times	4 months
Neighborhood English Classes	15 per mo.	mornings	2 or 2½ times/day	2 or 4 times	terms of 12 weeks
3. Full-time	none	daytime year-round	about 400	5	20
Continuing Education	$10	1:00 - 3:15 P.M.	about 90	4	10
Continuing Education	$10	7:00 - 9:15 P.M.	about 90	4	10
4. Beginners Orientation Levels 1-9, TOEFL: 2 streams -- social - slow professional - fast	35 cents/hr.	continuous: 12 months	series of 6 week cycles	varies	varies
5. Mothers & Pre-school children	nil	1:15 - 3:15 Sept.- June	150	2	37½
Adult evening classes	nil	7:30 - 9:30 Sept.- June	100	2	25
6. no response					
7. Citizenship Lang. Classes	none	all year daytime	2½ or 5 per day	5	30
8. Beginners, Intermediate Advanced	$12	1:30 - 3:30 Tues, Wed, or Thurs Fall, Spring, Summer	20	1	10

	NAME OF COURSES AND/OR PROGRAMS	FEES	WHEN OFFERED: TIME OF DAY AND SEASON	TOTAL HOURS REQ'D TO COMPLETE COURSE	NUMBER OF TIMES CLASS MEETS/ WEEK	NUMBER OF WKS COURSES LAST
9.	none for women E.S.L. level 1	$120	May-mid June 9:00-2:30	150	5	6
	E.S.L. level 2	$120	June-mid Aug. 9:00-2:30	150	5	6
	E.S.L. level 3	$120	Sept-Dec. 9:00-12:00	180	4	15
			Jan-May 9:00-12:00	180	4	15
10.	English for New Canadian Housewives	nil	A.M. or P.M.	120 max.	2	30
	English for Parents	nil	A.M. or P.M.	156 max.	2	39
11.	None are specifically for women Both English as a Second Language	$9.50	Tues & Thurs 1:45-3:15	20	2	10
			or Mon & Wed 7:30-9:00 P.M.	20	2	10
12.	E.S.L. - Alex Taylor	$15	9:00-11:00 A.M. 1:00-3:00 P.M.	no required hrs.	5	10
13A.	No information given apart from brochure					
13B.	All classes are mixed	nil	9:30 A.M.-1:30 P.M. 5:30-7:30 P.M.	40	2	3 months Summer Session 6 weeks
14A.	TESL & Orientation to Canada	---	9:30 A.M.-11:30A.M. 12:00-2:00 P.M. Tues & Thurs	---	2	40
15.	day	---	Sept-June	ongoing	---	34

	NAME OF COURSES AND/OR PROGRAMS	FEES	WHEN OFFERED:TIME OF DAY AND SEASON	TOTAL HOURS REQ'D TO COMPLETE COURSE	NUMBER OF TIMES CLASS MEETS PER WK	NUMBER OF WKS COURSES LAST
16.	English as a Second Language	$21	6:30-9:30 P.M. 7:00-10:00 P.M.	90	2	15
17.	no response					
18.	Parents & Pre-Schoolers	nil	mornings Sept-June	145	2	36
19.	All courses are men & women with one exception:tradesmen					
	Manpower E.S.L.	---	9:00-3:20 all year	approx. 720	5	24
	Provincial Students	$30/4 wks	9:00-3:20 all year	approx. 720	5	24 or more
	Morning Part-Time	$65	9:00 A.M.-noon	60	5	4
	Night Part-Time	$65	7:00-9:00 P.M.	60	2	15
	English Language for Provincial Tradesmen	---	7:00-10:00 P.M.	240 up	2	40
	Some Satellite Programs	---	9:00 A.M.-2:00 P.M.	---	5	24 or more

12. Are day-care facilities available at any of the centres?

Are evening-care facilities available at any of the centres?

	YES	NO	COST
1.		no	---
2.	day		Immigrant Services - no information
3.	day		$30 per month full-time students only
4.	day & evening		no cost
5.	day & evening		no cost
6.		no	
7.	day		no cost
8.	day		50 cents per hour
9.	day		based on earning base
10.	day		no cost
11.	day		$3.00 per 10 weeks - first child $5.00 per 10 weeks - second child
12.	day		no cost
13A.	day		no cost
13B.	day & evening		no cost
14.	day		no cost
15.	day		no cost
16.		no	
17.		no	
18.	day & evening		no cost
19.		no	
TOTAL:	14	5	no cost: 10 centres charge: 4 centers

13. What kind of information is gathered from students and recorded on files?

	AGE	SEX	COUNTRY OF ORIGIN	NATIVE LANGUAGE	STATUS	EDUCATION	OCCUPATION PAST	OCCUPATION PRESENT	LENGTH OF TIME IN CANADA
1.	/		/		/	/	/		/
2.	/				/	/			
3.									
4.	fairly complete								
5.			/	/	/	/	/	/	/
6.	no response								
7.	/	/		/	/	/	/	/	/
8.				/	need for nursery				
9.	/			/	/				
10.	/								
11.	/		/			/	/		/
12.	none								
13A.	/		/	/		/	/		/
13B.	/		/	/		/	/		/
14.	of children	/				/			/
15.			/	/		/			/
16.	/		/	/	Provincial Government form				
17.			/	/	/	Course choice & faculty			
18.									
19.				/				/	

Re 13: technical training, professional training, interest in courses, area of English student wishes to study

14. Are counselling services available?

1. no
2. yes
3. only for full-time program
4. yes
5. no
6. yes
7. yes
8. yes
9. yes
10. no
11. individual teachers
12. minimal
13A. yes
13B. yes
14. no
15. Not directly. Every effort is made to refer students to appropriate agencies.
16. yes
17. yes
18. no
19. yes

11 centres have counselling services available, with 1 centre referring students to agencies.

8 centres do not have counselling services available.

15. Do any of the programs have specific entrance requirements? If yes, elaborate.

1. no

2. yes: pre-testing for all programs. English 098/099 requires equivalent of Grade 10 reading score and completion of Advanced E.L.T.

3. yes: English must be second language.

4. yes: placement at all levels is by testing

5. no

6. no

7. yes: must be a landed immigrant

8. no

9. yes: 1) Alberta Grade 12 or over 18
2) Must write Student Skills Appraisal Test
3) Placement test for English language

10. no

11. yes: Students are tested - must enter proper academic level class. Must be adults - 18 or over.

12. no

13A. no

13B. no response

14. no

15. no

16. no response

17. yes: Since we do not offer courses for beginners, students must have enough English to read and complete satisfactorily 20% of placement test.

18. no

19. no

11 centres have no specific entrance requirements.

6 centres have specific entrance requirements.

16. How are students classified for the various levels of courses upon entering your ESL programs?

1. tests for each of 6 levels
2. oral and written tests - ongoing, & 2½hour English language assessment
3. pretesting; recommendation of previous teacher
4. testing
5. Basic, Intermediate or Advanced
6. interview with principal
7. placement testing
8. initial at registration; further in class
9. write English language placement test
10. written and oral tests
11. verbal and written tests
12. verbal discussion and basic test
13A. large group - test; individuals - taking dictation and reading aloud
13B. oral testing
14. Beginners, Middle, and Advanced
15. Based on student's understanding and use of English at time of registration and later on teacher and/or students' needs.
16. written placement test
17. placement test: U.of Michigan Test of English Language Proficiency, an essay, and a listening comprehension test.
18. individual interviews with supervisor
19. informal oral test at registration; sometimes a formal test is given (mostly part-time programs)

17. Is there any attempt to group students according to ethnic or language background, or according to educational background? If yes, explain.

1. no

2. yes: 1) According to educational background, mostly.
   2) School Canadiana is involved with Chinese Students only.

3. yes: 1) full-time students - language
   2) some by educational background

4. no

5. no

6. no

7. no

8. no

9. no: Only on basis of knowledge of English

10. no: They are grouped only by their degree of knowledge of English

11. yes: at request of students: 1) Chinese & Korean
    2) Men & women often separated
    3) Romance language backgrounds kept together

12. no

13. no

14. no

15. yes: educational - to stream fast and slow learners

16. no

17. no

18. no

19. no

2 centres group students according to educational background.
1 centre groups students according to educational and language backgrounds
1 centre groups students according to language and ethnic backgrounds

15 centres do not group students according to ethnic, language, or educational backgrounds.

22. Does enrollment vary seasonally?
If yes, explain

1. no
2. yes: fewer in summer months
3. yes: high in winter
4. ---
5. yes: enrollment drops during summer months
6. no
7. yes: low in fall
8. no
9. yes: heaviest in fall
10. no
11. no
12. yes: some fluctuations in early fall, late spring

13A. yes: People have to work overtime during holiday months, are absent on vacation, etc.

13B. yes: Low: most regular attendance during winter months

14. yes: Low: winter and late spring. High: September - November.
15. ---
16. yes: low: depth of winter or heat of summer
17. yes: lower in spring
18. yes: lower in poor weather
19. no

23. Does the time of day of the course offering have an effect on enrollments? If yes, explain.

1. yes: no real demand for classes in the afternoon
2. yes: more need for night classes
3. yes: demand highest in evening
4. yes: nights are far more popular
5. no
6. yes: if working prior to 3:15 P.M.
7. ---
8. N/A
9. yes: many work in the evening so A.M. classes are preferred
10. yes: these are housewives with family responsibilities
11. no: we have half nights, half afternoons.
12. no

13A. yes: most students are working, many can attend only in evening.

13B. yes: we now have 4 classes in the A.M. and 3 at 5:30.

14 yes: people seem to prefer an afternoon program that ends early - about 2 P.M. - as many work evening shift in this district

15. no
16. yes: 6:30-7:00 attracts people after work
17. yes: more prefer 6-8 P.M. than 8-10 P.M. All courses are evening courses.
18. yes: women are free in the morning
19. yes and no (Manpower): this is why we offer various part-time courses.

24. Which ethnic communities are predominant in the current programs?

1. Chinese entirely
2. Asian (Japanese, Chinese, East Indian)
3. Chilean 50%, eastern European
4. 34 language groups represented
5. Portuguese and Italian
6. Oriental
7. Chinese, Korean, Spanish-speaking
8. Japanese
9. Chinese, Persian, Indian, Korean, Chilean
10. Chilean, Chinese, East Indian, Japanese, Italian, Polish, German
11. Chinese - more than half; second largest - Korean
12. None

13A. Chinese, Japanese

13B. Polish, Chilean, Chinese, Russian Jews

14. Portuguese, East Indian, Polish
15. Italian, Chinese, Japanese, South & Central American
16. Northmount - North African, Israeli
    Rosemount - Slavic, Italian
    Montreal High - Oriental, French Canadian (complete mixture)
17. Chinese and Latin-American
18. Portuguese
19. Chinese, Korean, Spanish-speaking, Greek, Portuguese

25. What are the primary objectives of the various course offerings?

1. Functional oral English

2. To enable the students to communicate and operate in English within his chosen environment in Canada i.e. enough English to get a job, English upgrading for work promotion, English for academically directed students, etc.

3. ---

4. Varies according to class

5. To teach the basic skills, speaking, listening, reading & writing (speaking is the main objective)

6. To have both cultures compatible with each other

7. Prepare people for survival in the English-speaking community

8. Coping with everyday problems, survival English, pitfalls to avoid, avoid being too trusting

9. To prepare students for regular programs at post-secondary institutions

10. 1) To have basic and communication skills
    2) To be able to read and write basic English
    3) To encourage New Canadian housewives to participate in our daily routines: sleeping, using the bus, telephoning, etc.

11. Teaching English to Beginners

12. To enable registrants to function adequately in current social environment

13A. To upgrade spelling and reading skills, and in the process to upgrade speech, grammar, conversation, in fact, all language skills

13B. To help students to communicate orally and to survive in an English-speaking community

14. To help people communciate in English and feel comfortable in Canada

15. To help them to function better in the community

16. To make our students more conversant in English - this is an almost totally oral course

17. Complete competence in English both written and oral

18. Oral fluency in English and community orientation

19. To raise students' comprehension and production of English to the best of each student's ability in each of the language skills. To increase their awareness of life in Canada, and, in the case of Manpower students, to prepare them as much as possible for the job market.

26. How was the syllabus for the courses derived?

1. Administrator's own teaching experience and teacher input regarding amount of content per term
2. instructor workshops
3. evolved over time, updated twice a year, Continuing Education outline adapted from full-time outline
4. syllabus committees
5. basic text - An Introduction to Canadian English
6. ---
7. More up-to-date version of traditional course previously used - An Introduction to Canadian English
8. Administrator's opinion and asked better students. Result: conversation
9. discussions with teachers and books available
10. no set order - individual teacher and director decide subject matter
11. trial and error - wrote own beginner's lessons
12. materials supplied and indicated needs

13A. Evolved - volunteer class start

13B. after Ontario workshops, personnel from Toronto

14. each teacher decides for own group
15. no set syllabus
16. set up by Provincial Department Adult Services - S. P. E. X.
17. personal experience at McGill and Concordia, colleague in Europe, Canadian student needs
18. Via Carson Martin
19. internally and under constant review and updating

28. If commercially developed courses are not used, how are the materials for the courses prepared?

1. Program administrator prepares basic material and teachers supplement it with their own materials

2. Professional Development time and curriculum committees

3. teachers as needed and an aide occasionally for material preparation

4. all sources used

5. teachers and supervising principal

6. teacher-prepared, based on students' experience

7. Citizenship Branch of Ontario Ministry of Culture and Recreation

8. instructor-prepared materials

9. instructors individually and in group discussions

10. Director chooses articles and puzzles

11. Administrator and staff prepared beginners lessons

12. Commercial materials only

13A. series of exercises and text was prepared by the co-ordinator for use at all levels

13B. teachers develop own supplementary materials

14. teachers prepare own materials and use materials from other sources

15. no response

16. prepared by Department of Education, Adult Services

17. developed by instructors

18. individual teachers, supervisors and Citizenship Branch of Ontario Ministry of Culture and Recreation

19. faculty produces most of materials

29. Is Canadian culture a component of any of the programs? If yes, explain.

1. yes: because the course slant is very practical and Canadian culture is an integral part of the program.

2. yes: content of language classes is Canadian experience

3. yes: integral part

4. yes

5. yes: via history & geography of Canada

6. no response

7. yes: Citizenship Branch books

8. no

9. yes: Canadian theme films

10. yes: maps studies, system of government and history of province and city

11. yes: limited by level of students

12. yes: from commercial materials, relate discussion to Canadian counterpart

13A. yes: naturally and incidentally

13B. yes: always

14. yes: orientation to Canada - politics, economics, geography, types of peoples, holidays, customs, museums, galleries, political centres and parties, school visits

15. yes: as an integral part in relating learning to real situation

16. no

17. yes: as much Canadian material as possible

18. yes: attempt to introduce and explain Canadian customs

19. yes: as large a degree as possible

30. Is Canadian citizenship training a component of the programs? If yes, elaborate.

1. yes: integrated into curriculum

2. yes: citizenship information and discussions are parts of the regular ELT content

3. yes: in the broad sense

4. yes

5. yes: use of government text

6. no

7. no: advanced level only

8. no

9. no

10. no: info supplied on request

11. yes: upon request

12. yes: in conjunction with contemporary issues

13A. no

13B. yes

14. yes: discussion of citizenship requirements

15. yes: if necessary

16. no

17. no

18. yes: some training in advanced class

19. not formally, but teachers are expected to cover this where possible

31. If commercially prepare materials are used, how much of the material originates in Canada?

32. Some of the basic texts used in the programs.

1.	---	---
2.	as much as we can get	Melgren Walker, New Horizons in English, Book 1-6 Taylor, Collins, Mastering American English, Intermediate Mary S. Lawrence, Reading, Thinking, Writing
3.	very little	Melgren Walker, New Horizons in English, Levels 1,2,3,4 No Hot Water Tonight English Now Picture Book 10 Steps/26 Steps C. Martin, Introduction to Canadian English, Book 2 Krohn, English Sentence Structure Hall, Alternates in Building Sentences
4.	---	---
5.	90%	C. Martin, An Introduction to Canadian English, all levels Dixson, Modern American English, Basic & Intermediate Nilsen & Nilsen, Pronunciation Contrasts in English Dixson, Graded Exercises in English, teacher reference
6.	---	---
7.	---	C. Martin, An Introduction to Canadian English, Bks. 1 & 2
8.	90%	C. Martin, An Introduction to Canadian English The Mott Basic Language Skills Program
9.	10%	---
10.	60%	Lado, Lado English Series, levels 1-5 English Language Services, Inc., English 900 Malik & Rapport, An Introduction to Canadian English, 1 & 2 The Mott Basic Language Skills Program, all levels
11.	---	Main text used: Martin, Introduction to Canadian English all support materials written by us based on this text Melgren Walker, New Horizons in English Richards & Gibson, English Through Pictures, Book 1, given to many beginners for reading in and writing in at home Lado English Series (Canadian Edition) Mott Basic Language Skills Program
12.	10%	Malik & Rapoport, An Introduction to Canadian English Crisp, English for Today English Language Services, English 900 D. K. Swan, English Now

13A.	80%	Mary Johnson, Foundation for Literacy, Part 1 & 2 Grammar Exercises, Books 1 & 2 & 3 Dixson, Essential English Idioms
13B.	All	C. Martin, Introduction to Canadian English
14.	75%	C. Martin, Introduction to Canadian English
15.	---	---
16.	---	Lars, Melgren Walker, New Horizons in English
17.	25%	---
18.	80%	C. Martin, An Introduction to Canadian English
19.	---	No prescribed texts for Manpower students. Many texts for part-time students.

33. Are the plant facilities used exclusively for ESL classes? If no, what other use is made of them?

1. no: Vancouver Public School

2. no: BTSD programs, College Foundation Programs

3. no

4. no: Regular School

5. no: Drop-in centres, after 4 programs, Italian-Portuguese classes, etc.

6. yes

7. no response

8. no

9. no: other classes

10. no: Some are school classrooms; others are church halls and service clubs, public library rooms

11. no: all YWCA rooms used at all other hours by various other groups

12. no: academic

13A. no: everything from Kung Fu to Canadian cooking

13B. no: citizenship classes; ethnic group meetings, multi-cultural meetings

14. no: drama group; women's group in evening

15. no: Catholic Adult Education Centre, ESL classes are only small fraction

16. -- We use regular classrooms with some A.V. equipment - tapes, carousel projector.

17. no: other University classes mainly in the Faculty of Arts, Romance languages

18. no: Church Hall type activities

19. no: TESL course, other second language instruction, another division uses a few classrooms

no: 16 centres; yes: 1 centre; no response: 2 centres

34. Do you feel that the facilities meet the needs of the various ESL Programs and the needs of the students in those programs? If no, elaborate on improvements needed.

1. yes: However, because we occupy US.B. buildings we are always in danger of being displaced should the School Board need our classrooms.

2. no: More space at our central campus is needed, especially for evening classes.

3. yes: Except that we could expand daytime part-time program if there were more classrooms available.

4. no: When I reach the yes stage I shall retire.

5. no: We use elementary schools and the desks are too small. We don't have enough high schools.

6. yes

7. no response

8. yes: homier, easier, inviting - sole contact with other people

9. no: A language laboratory is needed.

10. yes

11. no: Not entirely, but students seem to like the crowded atmosphere and no separate rooms for using tapes.

12. yes

13A. no: The classrooms (some of them) are too small and there are not enough of them.

13B. no: no proper classrooms

14. yes

15. yes, fairly well - Beggars cannot be choosers.

16. no: We could use a Langauge Lab - particularly for beginners.

17. no: smaller rooms with better acoustics. It would be nice to have the rooms exclusively for ESL so that we could leave materials such as sets of books there undisturbed.

18. no: more storage, access to visual aids

19. yes

yes: 9 centres; no: 9 centres; no response: 1 centre

35. Describe the evaluation procedures used.

1. We test each individual student at the end of each term. Using a carefully prepared situation as the basis for the conversation, we expect the students to be able to communicate orally, on a one to one basis in understandable English. To do this they must manipulate one or more verb tenses correctly and their pronunciation must be acceptable.

2. 1) Continuous evaluation by classroom teachers.
   2) Formal oral and written testings at end of term (2 or 4 months)

3. No formal evaluation

4. ---

5. Teacher-made tests - oral tests. Communication competency.

6. Subjective assessment - teacher, principal and student.

7. ---

8. No evaluation

9. 1) Work in class
   2) Instructor's tests
   3) Skills Appraisal Test (given to all students attempting to enter regular programs of study)

10. ---

11. ---

12. ---

13A. End of term tests are used

13B. Each teacher tests and evaluates all the time. When a student feels ready to move up and try a more difficult level he is encouraged to do so.

14. ---

15. ---

16. ---

17. Each instructor makes his own test to test student mastery of the work covered in the course. In some courses, class work is taken into consideration, especially in conversation courses.

18. No formal procedure

19. Manpower: formal oral and written tests every four weeks
    Part-time: formal placement and achievement tests at beginning and end

36. What is the percentage of student drop-outs and what are some of the reasons for these drop-outs?

1. Perhaps 5% - usually because they get a new job or because of family responsibilities

2. About 10% per class per 2 month session. Change in shift, change in job situation, etc.

3. Full-time program: 5-10%
   Reasons: illness,illness of children, financial, employment opportunities
   Part-time program: 15% drop out first 5 weeks, and another 10% drop out second 5 weeks
   Reasons: fatigue, job shifts, become full-time or part-time students at NAIT or AVC, transportation, child care, dissatisfaction with ESL program, etc.

4. Drop-out rate is 2.3224%

5. Approximately 1/3 drop-out rate - climate (too warm or cold), cannot cope with job and school, motivation

6. ---

7. High drop-out rate due to flexibility of our classes, location, people getting jobs, etc.

8. Literally none except for moving - continuous registration

9. No figures available.

10. About ½ of the women do not continue. Sick children, moving their place of residence, obtaining a job.

11. Students move, change jobs, have babies, get into AVC school full-time, etc. Not a problem for us.

12. 20%. Employment, trips, returning to native land.

13A. We keep an open register so there is also a gradual withdrawal. People move, change shifts, work overtime, etc.

13B. Mostly employment - also a fair number of trainsients

14. Moving our of district, need to work, shift work

15. Fairly constant turn-over: situated in a "reception area" of the city

16. ---

17. Possibly 5%. Reasons: the person has undertaken too much and has not the time nor energy to continue; work demands have changed; work hours have changed; illness in the family; move to another city

18. About 30% - most go to work or have to stay home with sick children, etc.

19. Manpower: virtually nil
Part-time: very low

37. Do you feel that your programs meet the needs of your women students? If no, what needs should be met?

1. yes: Since they always form approximately 50% of the enrollment we must assume yes.

2. yes

3. yes: as much as men students. Only at night do we have a really slow class. No class for those completely illiterate.

4. I feel I shall never reach perfection but we do have women's classes that I feel basically meet needs.

5. yes

6. yes

7. yes, some, and no: the needs of slow learners

8. yes

9. yes

10. yes

11. yes

12. yes

13. yes

14. yes

15. no: not completely. But in 4 hours weekly, it it difficult to meet them completely.

16. yes

17. yes

18. yes

19. yes

yes: 17 centres; no: 1 centre; yes and no: 1 centre

38. Are you aware of any other centres in your city which offer specific language and/or job preparation training for immigrant women?

1	yes	8	yes	14	yes
2	no	9	no	15	yes
3	no	10	yes	16	no
4	---	11	yes	17	yes
5	yes	12	yes	18	yes
6	yes	13A	no	19	no
7	yes	13B	yes		

39. Do you feel that there are many women in your city who are not taking advantage of the English second language programs available? If yes, elaborate.

1. yes: this is only a guess

2. yes: housewives who live in ethnic communities need more information and access to community based programs.

3. yes: -certain ethnic groups: Portuguese, Italian, Lebanese
-those with young children
- older women, especially those brought to Canada to babysit
- those who live far from the city centre
-those with very low educational levels

4. yes

5. yes: many work and have not the time or need to attend classes

6. yes: lack of commitment - distance from home

7. yes: ??? probably people who cannot travel down here or are busy with children and housework, or are not encouraged by their family

8. yes: housewives - majority not getting out, husbands not encouraging, need in Westmount

9. yes: 1) lack of information about available programs
2) small children at home
3) cultural: men go out; women stay at home

10. yes: I think shyness and fear are the main factors which keep some women from attending our classes

11. yes: some do not have the necessary ambition. Some husbands will not allow them to attend.

12. no

13A. yes: Even with free day care, it is too much of a struggle for many women with families to attend classes. Working mothers often cannot cope with work, home, children, and English lessons, plus community help; working women need classes on the job site to cut out the exhausting travel time.

13B. yes: cultural reasons as in Portuguese and Italian Communities. Men do not encourage the wives to go out at night and they work during the day.

14. yes: We encounter many women who feel too embarrassed or stupid to participate. Many women work outside the home.

15. yes: there are still plenty, particularly those with less formal education, who do not see their need - or are afraid of "school".

16. probably

17. yes: some cannot take ESL classes because of family commitments, shift work, or because of cultural factors.

18. yes

19. don't know. Probably many for non-job-oriented programs.

Appendix F

UNIVERSITY OF ALBERTA PROJECT: LANGUAGE NEEDS OF IMMIGRANT WOMEN

1. Are you attending English classes now? Yes___ No___
2. Have you completed an English class in Canada? Yes___ No___
3. Are you interested in taking an English class? Yes___ No___

---

1. State frequentando scuola d'Inglese? Si___ No___
2. Avete finito qualche corso d'Inglese in Canada? Si___ No___
3. Siete interessata di prendere qualche corso d'Inglese? Si___ No___

---

1. Stás tomando alguna clase de Inglés? Si___ No___
2. Terminaste algun curso de Inglés en Canada? Si___ No___
3. Stás interesada en tomar algun curso de Inglés? Si___ No___

---

1. Você está indo a alguma escola de Inglês? Sim___ Nao___
2. Você competou algum curso de Inglês no Canadá? Sim___ Nao___
3. Você está interesada en frequentar algum curso de Inglês? Sim___ Nao___

---

1. 당신은 영어공부를 했읍니까 예.... 아니오 —

2. 당신은 캐나다에서 완전히 영어학교를 졸업했읍니까 예 — 아니오 —

3. 당신은 영어학교에 가서 영어공부를 할 흥미를 가지고 있읍니까 예 — 아니오 —

1. 現在你有沒有這英文班？ 有_____
沒有_____

2. 你有沒有完成英文班在加拿大？ 有_____
沒有_____

3. 你有沒有興趣讀英文班？ 有_____
沒有_____

١- هل تذهب إلى صفوف انكليزيه اكثر ؟ نعم — لا
٢- هل أخذت أو أكملت صفوف إنكليزيه في كندا؟ نعم — لا
٣- هل عندك الرغبه في أخذ صفوف انكليزيه؟ نعم — لا